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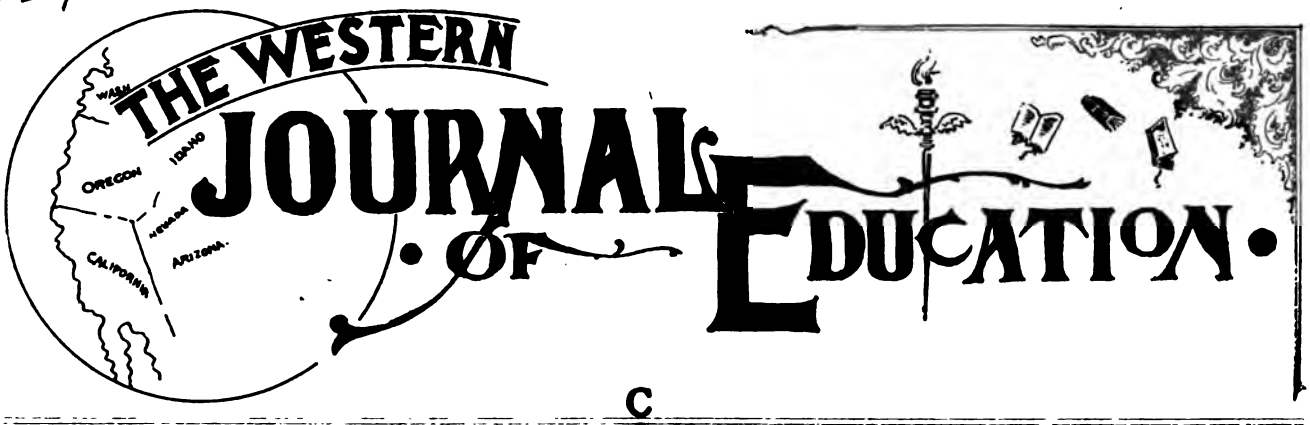

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, JUNE 1, 1895.

NUMBER 1.
ESTABLISHED 1852.

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

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A Word With You. THE WESTERN JOURNAL OF EDUCATION reaches you as the successor of the Golden Era. Many of you are familiar with the Indian looking with eyes shaded with brown hand from the rays of the setting sun as he looks out on Balboa's seas, and at his brown feet is the line, "Westward the Star of Empire takes its way." For ten years the editor of this journal conducted the Golden Era as the representative of imaginative literature of the Pacific Coast. Then, growing tired of making bricks without straw, he took his college diploma, which, as Dr. Jordan says, represents the babyhood of culture, and began teaching literature in a college of letters that was founded on the tail of a boom—and the tail of a boom, like the tail of a snake, does not wriggle after sundown. The college, however, still stands, and the owls have a weird, strange fascination for its deserted halls. Then the teacher of English became the Superintendent of Schools of San Diego county, and now to the knowledge of class journalism is added that of experience in active schoolwork, and this journal is the beginning of the result.

Educational Journalism. WHAT should be the main purposes of an educational journal? You cannot tell by the examination of the journals now in existence. They cover every point of education. Each has a quality of its own, or has upon it the stamp of inefficiency so plain as to give no reason for existence except dullness, and dullness in journals, like dullness in men, is conducive of long life. There are educational reviews, like Education, The Pedagogical Seminary, The Educational Review, The Academy, that are devoted to a philosophic consideration of grave questions. The School Journal, The N. E. Journal of Education, The Popular Educator, The Teachers' Institute are devoted to practical work in the schoolroom. The American Teacher, Primary Education, The Primary School Journal are devoted to primary work; and journals like Illinois Public School, Pennsylvania School Journal, Pacific Educational Journal are devoted to State interests and are more or less prescribed in their work. There is really no standard of school journalism. There is not any one journal that can cover the whole field of education. Dr. David S. Jordan in reply to the question, "What should be the main purpose of an educational journal?" wrote the following, which shows a high ideal of school journalism:—

QUALITIES OF A GOOD EDUCATIONAL JOURNAL.

It should give the best educational thought of the best men of the time.

It should give the latest educational news concerning new movements, educational meetings, institutions, and representative men; but this department should never fall under the suspicion of being used for personal purposes.

It should keep its readers acquainted with the latest educational literature; but its reviews should never be dictated by the men who pay for advertising space.

Instead of being a general scrapbook of information, it should aim to meet the needs of some class or classes of teachers, so that the publication will have a distinct tone and quality of its own. There is no need of adding another to our three hundred school journals already existing unless it has something distinctive to offer as an excuse for being.

The answer is good enough to guide the management of any school periodical. State Superintendent S. T. Black replies to the question in a few sentences that strike the nail on the head and drive it into the

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weakest spot in the school system. The following is his reply:

HARR WAGNER, ESQ., EDITOR "THE WESTERN JOURNAL OF EDUCATION," SAN FRANCISCO, CAL.—*Dear Sir:* Replying to your letter of May 11th, permit me to say that only some thirty per cent of the teachers of California have been professionally trained, and many young persons are coming into the profession from the grammar and the high schools, through the medium of a County Board of Examination, after a few months' attendance at some cramming institution. The chief aim of an educational journal ought to be to meet this lack of professional training—particularly in those just entering the profession—by sound pedagogical articles and practical suggestions.

Respectfully,
SAMUEL T. BLACK, *Supt. of Pub. Instr.*

* * *

The County Superintendents. CALIFORNIA has a large number of able and progressive men and women at the head of the public schools. The time has passed for a superintendent to serve as a machine. He must be a thinking man; slow to adopt, but not slow to study new methods and new things. He must know Herbart, though he reject Herbartionism. The new crop of literature is essential to keep the rust out of the mind. It is a crime against the children to have men and women as their leaders whose mental indolence measures everything by the standard of the activities of twenty years ago. Among the new superintendents who are reaching out for the best things in education are Professor McPhail, of Tulare county; Edward Hyatt, of Riverside; John Garner, of San Benito; J. A. Wagner, of Stanislaus; O. W. Grove, of Merced; Miss Mogeau, of San Bernardino; Spurgeon Riley, of Los Angeles; Professor Messer, of San Luis Obispo. These people are determined to give the best possible service. The long list of superintendents contains many names familiar to progressive educators. Thos. J. Kirk, of Fresno, who introduced many successful innovations, has given the schools of Fresno county a reputation along modern lines. Professor Linscott, of Santa Cruz; J. P. Greely, of Orange; Professor Howard, of Sacramento; Job Wood, of Monterey; Mrs. Wilson, of Colusa; L. J. Chipman, of Santa Clara; Robert Furlong, of Marin, are able educators and are doing strong work. The State has reason to be proud of its school officials. The success of the schools depends to a large degree on the superintendents being first possessed of good judgment; secondly, of rare good judgment; thirdly, of most rare good judgment.

* * *

Teachers' Salaries. THE friends of education view with alarm the tendency of the southern counties of the State to reduce the salaries of teachers. The great demand made on teachers of the present time to attend training-schools, educational meetings, and keep a full stock of current literature and periodicals, and *specialize*, requires both the expenditure of money and a prestige that costs. The continuous importation of teachers from the East has made competition very active. Add to this the certificated teachers by county boards and the Normal School graduates, and we are likely to have competition that will be disastrous to the profession of teaching. At the present salaries, teachers are about able to meet the demands of modern conditions, and those who do not have others to aid are enabled to keep abreast of the times. There is no department of the public service where the salary is so small or the tenure of position, except in San Francisco and Oakland, so brief. In San Diego High School the teachers must be university graduates, and the salary is only $850 per year. The principal of the school in a city of 3,000 children and an assessed valuation of $14,000,000 only receives $1,300. If San Diego had cheap teachers as well as cheap salaries, it would not affect other places; but from kindergarten to high school it has thoroughly up-to-date teachers, and the results are good. The remedy must be found in the proper education of the people to believe in good salaries for good service. It will be a part of the platform of this journal to advocate the election of teachers under civil-service rules and the payment of larger salaries.

* * *

Pedagogical Training. EARL BARNES gave the whole State an impetus in pedagogical study. He came among us a student, full of magnetism, eloquent, powerful, and with a huge capacity for work. Prof. E. E. Brown was called soon after to Berkeley, calm, philosophical, earnest, imbued both with the spirit of the student and the divine gift of helpfulness. These two men have done much. Teachers have gathered about them and have caught the spirit of the new education. The desire of the great body of teachers to learn more of the child and of the philosophy of education is shown in the long list of pedagogical summer schools on this coast. Pedagogical work as followed at the two universities has a grand mission. It also has its limitations. School boards will be apt to discover the limitations if they displace a teacher of ripe and successful experience for a bright student of pedagogics. A young man or woman after graduating from the university insists on a high-school principalship or an important department. It is presumed that the graduates of the pedagogical departments will make teaching a life work. A modest start is most likely to bring good results. G. Stanley Hall has the power to equip and discipline scholars; but a school board should require more than a diploma from the pedagogical department of Clark University in selecting a man to organize and discipline a high school. The professional training of teachers is efficient but not sufficient.

* * *

Professional Conduct. THE annual scramble for a place has already begun. The average teacher, not waiting to find out if a vacancy exists, sends to the clerk of board an application. Ten, sometimes

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fifty, do the same. The trustees, with a desire natural to human creatures, decide to change. Then, having so many applications, they conclude they can get a teacher at less wages. Mr. Jones, the clerk, thereupon decides to cut the teacher's salary from $60 to $50, and Mr. Smith can charge more for his wood, and Jones's girl can get $5 per month more as janitor, and everybody but the poor teacher is happy. Teachers in applying for country schools make themselves cheap. It is not the particular fault of any one teacher. The system of changing teachers every year is wrong. The teacher who knowingly attempts to displace another teacher should, in the language of the law, be disbarred. The system of offering to teach a school for a decreased salary is wrong. There should be a professional code of ethics. There are unwritten laws in the heart of every true teacher, and the observance of professional etiquette is both keen and honorable among the vast majority of teachers. The subject of professional conduct in securing schools is one, however, that should be carefully studied from the standpoint of the Golden Rule.

ANSWERS TO QUERIES.

Is a preposition a good word to end a sentence with?

Yes, certainly it is. A great many of the grammars still have a rule against it. There are cases, however, where the preposition is the only word with which to end a sentence effectively.

Is it true that writers no longer follow the rules for capitalization given in text-books on rhetoric and composition?

Yes. The capital is doomed in most instances, and the poor child will not forgive the teacher that has made him learn so many rules. Teachers should watch the tendency, and be careful not to teach the rules that they were taught, if obsolete.

Is it proper for a teacher to apply for a school where there are several applicants, including the teacher of the previous year?

No. Professional courtesy demands that the teacher of the school should have the first chance. A teacher should not apply for a school until assured of a vacancy.

Where can I get a copy of "Patriotic Recitations"?

Send to Whitaker & Ray Company, 723 Market street, San Francisco. The firm will supply you with any book in print. This firm is becoming the headquarters for school supplies and books for this coast.

What cities in California have adopted manual training?

Oakland, San Diego, Stockton, and San Francisco have it well introduced, and have special teachers.

Who had charge of the preparation of the new series of the First and Second Readers of the State Series?

Professor Raymond, the veteran schoolbook editor, is the chief of the State book editorial staff. Miss Anna Murphy, however, had the immediate charge of the Readers. She deserves the appreciative words that have been spoken of the Readers. She is a women of graceful literary talents and rare judgment.

School Li ture.

THE CORRELATION OF STUDIES.

FROM THE REPORT OF DR. W. T. HARRIS.

[The complete report of the Committee of Fifteen at Cleveland should be in the hands of every teacher. It has seemed best, however, to select certain portions which pertain to primary work and reproduce them here. It will serve to further emphasize the subject at this time, when county boards are in session, considering changes in the school manuals.—ED.]

LEARNING TO READ AND WRITE should be the leading study of the pupil in his first four years of school. Reading and writing are not so much ends in themselves as means for the acquirement of all other human learning. This consideration alone would be sufficient to justify their actual place in the work of the elementary school. But these branches require of the learner a different process of analysis. The pupil must identify the separate words in the sentence he uses, and in the next place must recognize the separate sounds in each word. It requires a considerable effort for the child or the savage to analyze his sentence into its constituent words, and a still greater effort to discriminate its elementary sounds. Reading, writing, and spelling in their most elementary form, therefore, constitute a severe training in mental analysis for the child from six to ten years of age. We are told that it is far more disciplinary to the mind than any species of observation of differences among material things, because of the fact that the word has a twofold character — addressed to external sense, as spoken sound to the ear, or as written and printed words to the eye, but containing a meaning or sense addressed to the understanding, and only to be seized by introspection. The pupil must call up the corresponding idea by thought, memory, and imagination, or else the word will cease to be a word and remain only a sound or character.

ARITHMETIC.— The practice of teaching two lessons daily in arithmetic, one styled "mental" or "intellectual," and the other "written" arithmetic—because its exercises are written out with pencil or pen,—is still continued in many schools. By this device the pupil is made to give twice as much time to arithmetic as to any other branch. It is contended by the opponents of this practice, with some show of reason, that two lessons a day in the study of quantity have a tendency to give the mind a bent or set in the direction of thinking quantitatively, with a corresponding neglect of the power to observe, and to reflect upon, qualitative and causal aspects; for mathematics does not take account of causes, but only of equality and difference in magnitude. It is further objected that the attempt to secure what is called thoroughness in the branches taught in the elementary schools is often carried too far; in fact to such an extent as to produce arrested development, a sort of mental paralysis, in the mechanical and formal stages of growth. The

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mind in that case loses its appetite for higher methods and wider generalizations. The law of apperception, we are told, proves that temporary methods of solving problems should not be so thoroughly mastered as to be used involuntarily, or as a matter of unconscious habit, for the reason that a higher and more adequate method of solution will then be found more difficult to acquire. The more thoroughly a method is learned, the more it becomes part of the mind, and the greater the repugnance of the mind toward a new method. For this reason parents and teachers discourage young children from the practice of counting on the fingers, believing it will cause much trouble later to root out this vicious habit and replace it by purely mental processes. Teachers should be careful, especially with precocious children, not to continue too long in the use of a process that is becoming mechanical; for it is already growing into a second nature, and becoming a part of the unconscious apperceptive process by which the mind reacts against the environment, recognizes its presence, and explains it to itself. The child that has been overtrained in arithmetic reacts apperceptively against his environment chiefly by noticing its numerical relations—he counts and adds; his other apperceptive reactions being feeble, he neglects qualities and casual relations.

How Long Shall Arithmetic Be Studied.—Five years are sufficient for the study of mere arithmetic—the five years beginning with the second school year and ending with the close of the sixth year.

Drawing.—Industrial and æsthetical drawing should have a place in all elementary schoolwork. By it is secured the training of the hand and eye. Then, too, drawing helps in all the other branches that require illustration. Moreover, if used in the study of the great works of art in the way hereinbefore mentioned, it helps to cultivate the taste and prepares the future workman for a more useful and lucrative career, inasmuch as superior taste commands higher wages in the finishing of all goods.

Natural Science.—Natural science claims a place in the elementary school, not so much as a disciplinary study side by side with grammar, arithmetic, and history, as a training in habits of observation and in the use of technique, by which such sciences are expounded. With a knowledge of the technical terms and some training in the methods of original investigation employed in the sciences, the pupil broadens his views of the world and greatly increases his capacity to acquire new knowledge; for the pupil who is unacquainted with the technique of science has to pass without mental profit the numerous scientific allusions and items of information which more and more abound in all our literature, whether of an ephemeral or a permanent character. In an age whose proudest boast is the progress of science in all domains there should be in the elementary school, from the first, a course in the elements of the sciences. And this is quite possible; for each science possesses some phases that lie very near to the child's life. These familiar topics furnish the doors through which the child enters the various special departments.

As to Order of Scientific Study.—There should be a special course in natural science, commencing each branch with the most interesting phases to the child. A first course should be given in botany, zoölogy, and physics, so as to treat of the structure and uses of familiar plants and animals, and the explanation of physical phenomena as seen in the child's playthings, domestic machines, etc. A second course, covering the same subjects, but laying more stress on classification and functions, will build on to the knowledge already acquired from the former lessons and from his recently acquired experience. A third course of weekly lessons, conducted by the teacher as before in a conversational style, with experiments and with a comparison of the facts of observation already in the possession of the children, will go far to helping them to an acquisition of the results of natural science.

Time Spent in Science Work.—There should be set apart a full hour each week for drawing, and the same amount for an oral lesson in natural science.

Physiology and Hygiene; Stimulants and Narcotics.—The lessons in physiology and hygiene, with special reference to the effects of stimulants and narcotics, required by State laws, should be included in this oral course in natural science.

Physical Culture.—There should be some form of special daily exercises, amounting in the aggregate to an hour each week, the same to include the main features of calisthenics, and German, Swedish, or American systems of physical training, but not to be regarded as a substitute for the old-fashioned recess, established to permit the free exercise of the pupils in the open air. Systematic physical training has for its object rather the will-training than recreation, and this must not be forgotten. To go from a hard lesson to a series of calisthenic exercises is to go from one kind of will-training to another. Exhaustion of the will should be followed by the caprice and wild freedom of the recess. But systematic physical exercise has its sufficient reason in its aid to a graceful use of the limbs, its development of muscles that are left unused or rudimentary unless called forth by special training, and for the help it gives to the teacher in the way of school discipline.

Morals and Manners.—Instruction in morals and manners ought to be given in a brief series of lessons each year, with a view to build up in the mind a theory of the conventionalities of polite, pure-minded society. If these lessons are made too long or too numerous they are apt to become offensive to the child's mind.

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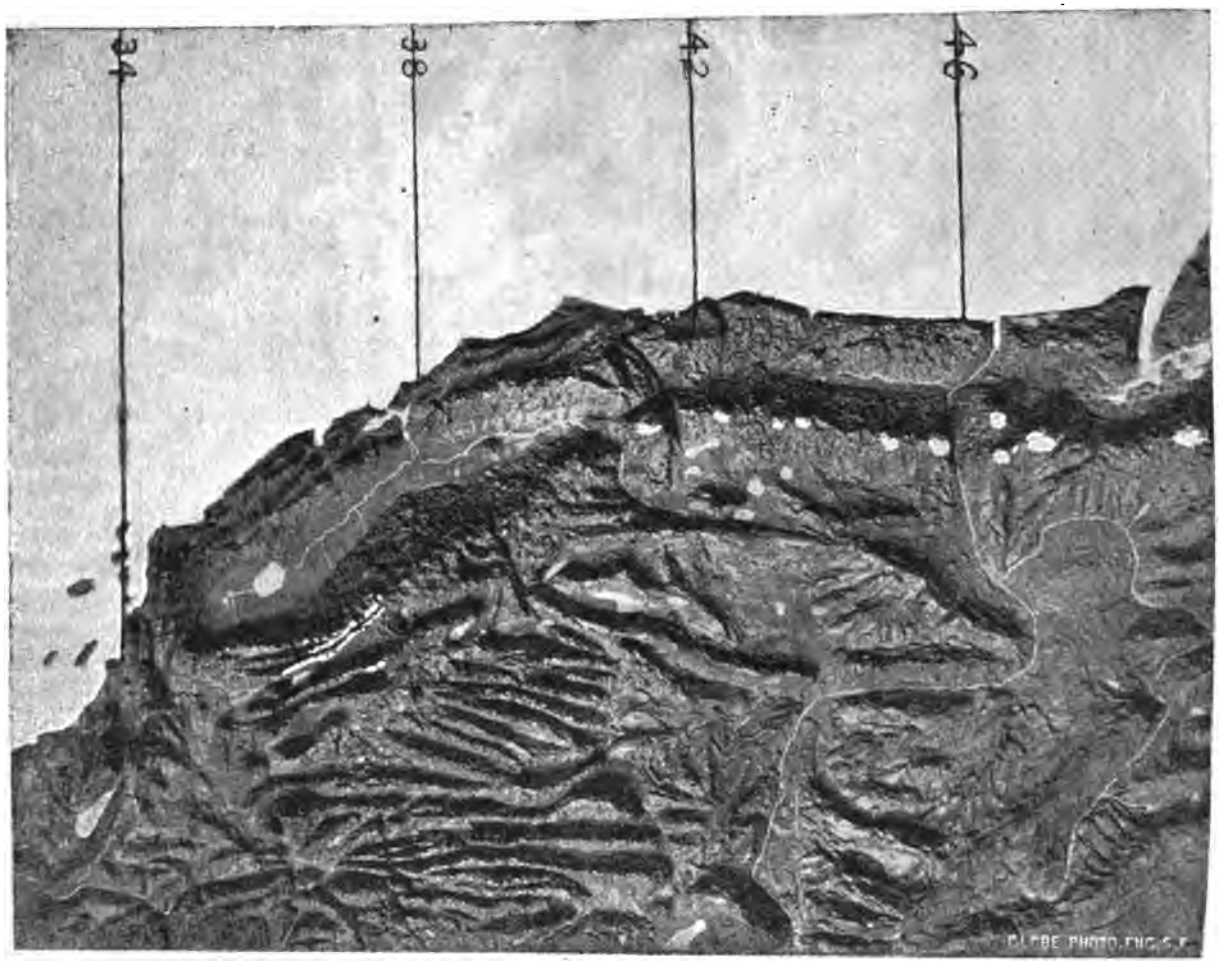
MORAL TRAINING OF THE SCHOOL.— The substantial moral training of the school is performed by the discipline rather than by the instruction in ethical theory. The child is trained to be regular and punctual, and to restrain his desire to talk and whisper — in these things gaining self-control day by day. The essence of moral behavior is self-control. The school teaches good behavior. The intercourse of a pupil with his fellows without evil words or violent actions is insisted on and secured. The higher moral qualities of truth-telling and sincerity are taught in every class exercise that lays stress on accuracy of statement.



Relief Map, Showing the American Territory West of Salt Lake, between the 32d and 49th Degrees of Latitude.
(Published by permission of Prof. Geo. Davidson.)

CORRELATION BY SYNTHESIS OF STUDIES.— The expression correlation of studies is sometimes used by advocates of an artificial center of the course of study. They use, for example, De Foe's "Robinson Crusoe" for a reading exercise, and connect with it the lessons in geography and arithmetic. It has been pointed out by critics of this method that there is always danger of covering up the literary features of the reading matter under accessories of mathematics and natural science. If the material for other branches is to be sought for in connection with the literary exercise, it will distract the attention from the poetic unity. On the other hand, arithmetic and geography cannot be unfolded freely and comprehensively if they are to wait on the opportunities afforded in a poem or novel for their development. A correlation of this kind, instead of being a deeper correlation, such as is found in all parts of human learning by the studies of the college and university, is rather a shallow and uninteresting kind of correlation, that reminds one of the system of mnemonics, or artificial memory, which neglects the association of facts and events with their causes and the history of their evolution, and looks for unessential quips, puns, or accidental suggestions, with a view to strengthening the memory. The effect of this is to weaken the power of systematic thinking which deals with essential relations, and substitute for it a chaotic memory that ties together things through false and seeming relations, not of things and and events, but of the words that denote them.

The correlation of geography and arithmetic and history in and through the unity of a work of fiction is at best an artificial correlation which will stand in the way of the true objective correlation. It is a temporary scaffolding made for school purposes. Instruction should avoid such temporary structures as

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much as possible, and when used they should be used only for the day, and not for the year.

School Program.—It will be necessary to use economically the time alloted for the school term, which is about two hundred days, exclusive of vacation and holidays. Five days per week and five hours of actual schoolwork or a little less per day, after excluding recesses for recreation, give about twenty-five hours per week. There should be, as far as possible, alternation of study-hours and recitations. Those studies requiring the cleverest thought should be taken up, as a usual thing, in the morning session,—say arithmetic the second half-hour of the morning and grammar the half-hour next succeeding the morning recess for recreation in the open air.

The lessons should be arranged so as to bring in such exercises as furnish relief from the intellectual tension between others that make large demands on the thinking powers. Such exercises as singing and calisthenics, writing and drawing, also reading, are of the nature of a relief from those recitations that tax the memory, critical alertness, and introspection, like arithmetic, grammar, and history.

Amount of Time for Each Branch.—An hour of sixty minutes each week should be assigned in the program for each of the following subjects: physical culture, vocal music, oral lessons in natural science —hygiene to be included among the topics under this head,—oral lessons in biography and general history. And the same amount of time each week should be devoted to drawing, from the second year to the eighth inclusive; to manual training during the seventh and eighth years, so as to include sewing and cookery for the girls, and work in wood and iron for the boys.

Time to be Given to Reading.—Reading should be given at least one lesson each day for the entire eight years, it being understood, however, that there shall be two or more lessons each day in reading in the first and second years, in which the recitation is necessarily very short, because of the inability of the pupil to give continued close attention, and because he has little power of applying himself to the work of preparing lessons by himself. In the first three years the reading should be limited to pieces in the colloquial style; but selections from the classics of the language in prose and in poetry shall be read to the pupils from time to time, and discussions made of such features of the selections read as may interest the pupils.

Composition-Writing.—It is thought by your committee that the old style of composition-writing was too formal. It was kept too far away from the other work of the pupil. Instead of giving a written account of what he had learned in arithmetic, geography, grammar, history, and natural science, the pupil attempted artificial descriptions and reflections on such subjects as "Spring," "Happiness," "Perseverance," "Friendship," or something else outside of the line of his school studies.

Danger of Wasting the Time.—There is some danger of wasting the time of the pupil in these oral and written language lessons in the first four years by confining the work of the pupil to the expression of ordinary commonplace ideas not related to the subjects of his other lessons, especially when the expression is confined to the colloquial vocabulary.

Schedule, showing the number of lessons per week, for each quarter of each year:—

Reading. Eight years, with daily lessons.

Penmanship. Six years, ten lessons per week for first two years, five for third and fourth, and three for fifth and sixth.

Spelling Lists. Fourth, fifth and sixth years, four lessons per week.

Grammar. Oral, with composition or dictation, first year to middle of fifth year, text-book from middle of fifth year to close of seventh year, five lessons per week. (Composition-writing should be included under this head. But the written examinations on the several branches should be counted under the head of composition work.)

Latin or French or German. Eighth year, five lessons per week.

Arithmetic. Oral first and second years, text-book third to sixth year, five lessons per week.

Algebra. Seventh and eighth years, five lessons per week.

Geography. Oral lessons second year to middle of third year, text-book from middle of third year, five lessons weekly to seventh year, and three lessons to close of eighth.

Natural Science and Hygiene. Sixty minutes per week, eight years.

History of United States. Five hours per week seventh year and first half of eighth year.

Constitution of United States. Third quarter in the eighth year.

General History and Biography. Oral lessons, sixty minutes a week, eight years.

Physical Culture. Sixty minutes a week, eight years.

Vocal Music. Sixty minutes a week, eight years.

Drawing. Sixty minutes a week, eight years.

Manual Training, Sewing and Cooking. One-half day each week in seventh and eighth years.

Length of Recitation.—Fifteen minutes in length in the first and second years; twenty minutes in length in the third and fourth years.

Specialization of Teacher's Work.—This should not be attempted before the seventh and eighth years. For at least six years it is better to have each teacher instruct his pupils in all the branches that they study. The ethical training is much more successful under this plan, because the personal influence of a teacher is much greater when he or she knows minutely the entire scope of the schoolwork.

GENERAL ART EDUCATION.

BY KATHERINE M. BALL, SUPERVISOR OF INDUSTRIAL ART EDUCATION, S. F.

One of the greatest proofs of the insufficiency of the past educational systems and methods is to be found in the general discontent of our present corps of teachers of general education who find themselves unable or unprepared to teach the so-called special subjects.

The lack of physical training, voice training, manual training, and art training generally prevailing, often

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blocking the way to success, has created a demand for a more complete education for the growing population.

That such training is not only practical because it so well prepares the individual for the chosen vocation, but that it is more and greater than this, inasmuch as it gives to him a universal development, which makes him master of the situation, giving him not only knowledge of things and conditions, but control of the organism which expresses his being.

Man has always rebelled against his so-called imprisonment, against his subjection to the flesh. Only in exceptional cases has he remembered that in the creation he was given dominion over all things. "Know thyself" should not only apply to the *ego*, its character, but to its expression in materiality, the physical body.

One of the most joyful thoughts in the world is that we are all equally children of the same Divine Father, equally endowed, and (in degree) capable of the same results.

"That all things are possible to him who wills," should be our guiding thought. That many of us are limited, largely through atrophy of our faculties from disuse, is often apparent. And, again, how often are these faculties silent in sleep and simply await an awakening.

There is nothing more pliable and elastic than human thought; and to the teacher of knowledge, patience, and skill, the child is as clay in the potter's hands, to be shaped into the beautiful vase or become a grotesque article of merchandise.

To the thoughtful believer of such philosophy, what regrets! Not to have one's own! To come suddenly to a realization of "what might have been," what possibilities! To call a halt and begin anew! To have eyes, and see not; ears, and hear not; hands, and unable to do; a body, and not know how to use it!

What wealth and what power are possible in the fulfillment of such a dream!

We look with wonder at the acrobat, at the daring rider, at the artistic dancer, at the courageous swimmer, and feel that they have almost superhuman power, scarcely realizing that they have simply in a measure overcome the limitations of matter through thought and training.

We listen with pleasure to the conversationalist, the orator, the singer, and marvel at such skill. We worship at the shrine of genius, and sigh for ourselves.

The kingdom of heaven is not beyond the stars, but here, to be demonstrated in the full exercise of every faculty of our being. Has it been withheld from us? Shall the coming generation profit by our experience?

Physical training—what does it mean? The training of the physique. For what? Not for the art of combat, as some exercises suggest, but for the purpose of finding one's self in one's body, or learning to correctly use, through healthful exercise, all of its parts; to use it as the finest organism in the creation of mind, subject to will in proportion as it is known and understood; to use it actively with grace and agility, and with such knowledge as will enable the individual to express himself in poise and gesture as clearly as in speech.

We are told that the outer man is the expression of the inner, and surely this is our principal means of judging. It is a great misfortune if an awkward, abrupt manner and a shrill, sharp voice cloud a beautiful spirit. To be constantly misunderstood is often the result of the physical expressing a thought contrary to the mental and spiritual.

The soft, sweet voice which soothes and persuades might be more common if this generation had been trained in breathing, in placing the voice, in talking through the throat instead of in it, and in using the various sounding-boards of the head, thereby producing resonant musical sounds. Many a public speaker would have been spared in the interruption in his work by the common troublesome throat.

It is reserved for the artist to paint a picture and for the sculptor to model a statue, but it is within the possibility of every one to be a living picture or statue and a thing of beauty, in proportion to the demonstration of true being. What is more beautiful than that freedom and self-possession which comes from a knowledge of one's self in its relationship to an environment?

Self-consciousness is always born of such negative qualities as ignorance, fear, and vanity, and any educational system that breeds it is in error.

As all roads lead to Rome, so do the avenues of sense-training lead to the mind, and it is difficult to draw the line between what is generally spoken of as physical or mental training—for they act and react upon each other constantly.

Manual training implies physical training. To have control of the hand, as an original tool—nature's own tool,—or be skilled in the use of made tools; to handle the pencil, the pen, the scissors, the knife, the needle, the rule, the compass, the brush, the hammer, etc.,—is more or less a matter of training, incidental or intentional. But the successful results of the use of these tools are more the outcome of a mental than of a physical training. We soon learn that the hand is the willing servant of the mind, and very early loses any rigidity of muscle or awkwardness of movement.

Successful making is as dependent upon the beauty of the object to be made as upon the skill of the workmanship, for this reason: the formation of taste is an important factor in manual training. The development of the æsthetic nature of the maker must necessarily influence the making.

To see beauty in the world of nature and of art, and appreciate it, means to express it; therefore, parallel with the development of skill must be a development of the æsthetic,—for the two must be combined in a complete product. Of the three things that enter into

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any product—raw material, skilled labor, and beauty, —the latter *fixes* the value of the article. "Touch the crudest material with imagination and it turns to gold."

But the criterion of beauty is very apt to vary with the individual. The child and the savage enjoy strong, positive contrasts of form and color,—for here the perceptive faculties are scarcely awakened; whereas the product of a later and a greater civilization, having a keener perception of beauty, will seek quiet, unobtrusive, and subtle combinations.

Simplicity, symmetry, and repose should be the guiding principles.

The best test of beauty, as Prof. Howison says in "The Essential Principal of Poetic Art," "is its perpetual, increasing interest. The glittering and capricious illusions of fancy can have no lasting abiding-place in the judgment of man."

The creative instinct is one of the strongest instincts of the human family, and making is a universal, spontaneous language. To make something is always a source of satisfaction. To handle raw material and fashion it into some article of use and beauty is universally a source of interest. The same happy expression may be found in the faces of a body of teachers or a class of children during a lesson in paper-folding or clay-modeling. The very desire to do on the part of the children is a sufficient cause for such training; but we must not forget that there are two hands, and a complete development must embrace the equal training of both,—not for the purpose of acting simultaneously, but alternately, that the left hand may do equal duty with the right, relieving the right, and thus preventing such difficulties as the penman's paralysis.

Another important line of training is that of the eye. Seeing and knowing, or physical sight and mental sight, are so closely allied that they are constantly affecting each other. The mind contains so many concepts, its picture-gallery is so large, that unconsciously the picture on the physical retina is often overshadowed by the mental image.

Form should always be apprehended from two points of view, analyzing what really is and what the eye sees. For instance, we know that a cube has six faces, but we can see but three at one time. We know that each face is square, but the eye sees it square only when facing it; in all other positions its shape varies in proportion to the angle in which it is seen.

The mental picture will compass the whole object, seeing the front, the back, the top, the base, and the sides, or the three dimensions; but the eye sees but the front half, and its limitations are from top to base and from left to right, or only two dimensions.

The mind knows that the house on the distant hill is as large as the one in the foreground, but the eye sees it very small.

The eye rarely deals with facts, but with appearance. It is for this reason that the untrained will so much more easily model a cube than draw one,—for the former is an expression of knowing, and the latter of seeing.

As the eye sees form and color, any ayalysis of form and color and its accompanying expression in modeling and making, drawing and painting, must necessarily develop seeing.

Training in seeing should be begun with the earliest education. Parallel with the modeling of the geometric form, in the kindergarten, should be the drawing of its appearance,—not for the purpose of making a picture of it, but for the purpose of opening the eyes of the child, never forgetting that the solid is only a means to an end. It is with the keenest interest that we watch the light come into the little eyes and the power to see grow from day to day.

It is very evident that the requirements of the education of to-day are very great. It is quite common to hear the kindergartner and teacher say, "What will be required of us next?" But in all of this there is much hope for the race. "Progress" is the watchword of the hour, and the noble army of women whose influence has been felt if not applauded will in time meet the requirement.

Limitations are always felt with annoyance and sorrow. To be unable to use the physique properly, to be unable to talk in public as easily and distinctly as in private, to be unable to read music and sing, to be unable to draw from objects or from imagination, to be unfamiliar with languages, to be unable to appreciate beauty or have standards in the various fine and industrial arts, means to be just so far lacking.

Is it discouraging? Possibly. But it has a great meaning, and that is, that the teacher must feel herself called to her work, and in the zeal and ardor of this feeling must voluntarily make sacrifices and consecrate herself and her life to her work, knowing that hers is a greater calling than all others,—for in her hands will be molded the characters and lives of future citizens; and just in proportion as she succeeds will she help mankind onward in the expression of its divine nature.

INDIVIDUALISM IN TEACHING.

PROF. P. W. SEARCH, the earnest champion of individualism, has given an impetus to discussion in Los Angeles. The result so far, however, has been disastrous to the further continuance of his system in the public schools of Los Angeles. The opposition to the individual system is tersely put by School Director Simonton as follows:—

"I wish to say that a large number of parents are dissatisfied and are asking that we return to the class system. A large number of scholars are dissatisfied, and there is a much larger falling off in the attendance of scholars than usual, attributed to the individual system, thereby losing a large sum of money on the average attendance. The individual system requires more teachers and more rooms in order to do the same

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amount of work per scholar, thereby materially increasing the expenses. It is necessary that the scholars be arranged in classes and grades, with regular promotions, in order to draw public money.

"The new system is of less value to the slow or indolent scholar as well as to the timid, for they gain nothing from association. Under the new system the dull pupil loses whatever pride and ambition he may have had under the old. Every report from other places where the new system has been tried has been unfavorable.

"The individual system is an extra tax upon the teacher, so great that some are breaking down under it, and the United States Commissioner of Education disapproves of it officially in a recent magazine article."

Professor Search in defending his position before the City Board of Education read a long discourse on the subject of individualism. The three points for which individualism contends, he presented as follows:—

"First—That children differ greatly in stages of growth and in general physical health, and in consequence should not be equally and uniformly pressed. It takes cognizance of the fact that there is such a thing as adolescence, and that all along the line of formative life there are days, periods, and stages for both boys and girls, when there must be special accommodation. It provides for the well child, for the weak child, for the sick child, for the convalescent child. When a pupil has been sick and returns to school convalescent and weak, should he be worked as hard as others to keep up with his class, and doubly so in order to make up what he has lost? Most certainly not. Regularity in attendance is a good thing, but not necessarily as a thing of itself. There are days when a child may be better off at home or in the sunshine than in school. The fact that expert examinations in the city high schools of the United States have revealed ninety per cent of defective physical condition is a complete justification of the position taken by individualism with reference to the conservation of physical health.

"Second—In all the world there is nothing that differentiates so greatly as does creative mind. Shall the minds of children, which are nothing if not creative, be cursed by the limitations of rigid classifications and uniformity in process? Even classes differ so greatly as to cause the frequent apology of teachers. Can more uniformity be expected of individuals, and is it desirable if it could be? There must be opportunity, adjustment, and conservation. The pupil who can do two or three times as much work as his fellows must be permitted to do so; the one who gains most by traveling slowly must not be rushed prematurely into difficulties beyond his power of perfect assimilation.

"Third—There must be consideration of individual environments. The home circumstances of life are not the same for all children. The boy who cannot start with the year until a month or two late should not loose a semester or a year by being forced into a lower class. The girl stopping to help at home for a few weeks should be permitted to resume work where it was interrupted. The child who comes from another school should not be confronted by the ragged edges of a mechanical difference in standing. The pupil who is not promoted should not be required to repeat the exact details of his previous work. In fact the child must be placed where he can get the greatest amount of good to himself, and from that point of placement there must be the open avenue of the most general and versatile opportunity.

"In execution of the ideals involved in this formulation of aims, individualism comes with the following statement of working creed: The school is for the child—not the child for the school; there must be consideration of physical conditions, intellectual ability, conditioning environment; the worker must be placed where he can get the greatest good to himself; the work of the school must be done within school hours; there must be no mechanical limitation to advancement; all work must arise from true motives, which involve utilization of love for work, interest, and determining choice; the child must be trained how to work as a self reliant, independent worker, accustomed in the school to the same conditions he will meet in after life; the entire product of the school must be the self-governing citizen, the student athirst for a continued education which is already a part of himself, the man, the woman, of vigorous physical health, intellectual promise, and noble impulse. This is the tentative position taken by individualism. Who can question its righteousness and ultimate victory?"

The Board of Education, however, adopted the folfowing report of the committee appointed to investigate the individual system by a vote of 3 to 2:

"The committee appointed by the Board of Education to investigate the individual system introduced into the schools of the city of Los Angeles by Superintendent Search begs leave to report that it has investigated the same and finds that it is unwise at this time to continue the system in our schools, and would therefore recommend that the same be discontinued and that the superintendent be instructed to return to the class system as heretofore used."

Chas. A. Murdock: "To remove an incompetent or unfit teacher is as difficult as to convict a legislature of accepting a bribe."

Dr. David Starr Jordan says, in speaking of marriage: "The best matches I have known were not made in heaven but in Cornell."

Professor E. E. Brown: "Educational progress moves upward in the form of a spiral. The new education will place us nearer the top of the spiral."

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Practical Lessons.

POROUS THINGS.

ARTICLES FOR ILLUSTRATION.—Sponge, bread, sugar, salt, chalk, a couple of plates, etc.

Meaning of Porous.

POROUS BODIES absorb water. Select substances in which the pores can be readily seen, such as a sponge. Let the children discover the porous quality themselves.

EXP. Pour a little colored water into a plate and in it place the sponge and the bread. The children will see the water gradually rising.

"Where does the water go?" *It fills up the tiny holes.*

"I place a piece of flint and a piece of lead in the water. Do these substances suck up the water?" *No.*

"Why not?" *They have no little holes.**

EXP. Place the piece of cane, together with a slate pencil, in a bottle half-filled with spirits of turpentine. In a few minutes the turpentine will have ascended through the pores to the top of the cane, and on the application of a lighted taper will burn with a smoky flame. The turpentine does not ascend through the slate pencil. Why not?

EXP. Next let the children examine pieces of chalk, loaf sugar, table salt, etc. Can they see any pores? No, but they are there. Show this by placing the chalk, etc., in the colored water. The water is absorbed; we can see it rising; hence the pores must be there. *They are too small to be seen.*

EXP. Take a piece of loose twine, and, after immersing it in water, place one end in a glass of water and the other end in an empty glass placed at a lower elevation (see cut.) After a time it will be found that all the water has been transferred to the lower glass. How has this been brought about? *The twine is porous; the water ascended through the pores to the top of the glass, just as it went up the cane, and then trickled down through the pores into the lower glass.*

THE CHEMISTRY OF A CANDLE.

ARTICLES FOR ILLUSTRATION.—A candle and stem of a clay tobacco-pipe.

The Candle.

Question as to what substances are used in the manufacture of candles.

Tell the children that all fats and oils are made up of various compounds of carbon and hydrogen, or of carbon, hydrogen, and a smaller quantity of oxygen. The common fats classed under the name of tallow contain the *three elements.* Paraffin and paraffin oil contain no oxygen. The *wick* is made up of carbon, hydrogen, and oxygen, with a little earthy matter.

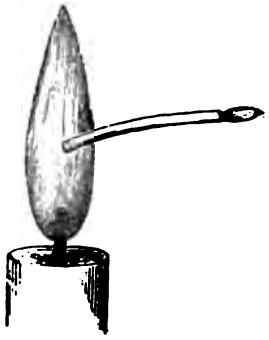

Fig. 71.

How a Candle Burns.

Light the candle; call attention to the cup of melted tallow, then to the ascent of the liquid fat up the wick by capillary attraction. The children may see the flow upwards. When the liquid fat reaches the flame it is changed by the heat to gas. It is the gas which burns. Show this by putting one end of the stem of a clay pipe into the center of the flame (see cut.) A portion of the gas escapes through the pipe and may be ignited at the other end.

Structure of the Flame.

Now look at a *steady* candle-flame very carefully sideways. In the inside a dark zone is easily detected. This is simply a zone, as we have shown, of unburnt tallow-gas. Next, and surrounding this central zone, is the very bright or *luminous* zone. Here, for the *most part*, the hydrogen of the gas combines with the oxygen of the air. This chemical union produces an intense heat, which causes the tiny particles of carbon to glow, and in fact produce the light. Outside this *light-producing* zone there is a more abundant supply of oxygen, and combustion is complete. This outside zone is therefore very hot, but yields less light.

The candle-flame then consists of three parts: a dark central zone of gas, to which the oxygen of the air cannot penetrate, and which therefore is not burning; a second or light-producing zone enveloping the first, where some oxygen penetrates, and where the particles of carbon are raised to white heat before themselves undergoing complete combustion; and a third, or heat zone, again enveloping the luminous zone, where combustion is complete.

We can show the threefold structure of the flame in another way. Press a sheet of white paper, held horizontally, into the flame of a candle almost down to the wick. Retain in that position for a second or two. Remove and note the effect on the paper. A black ring of carbon, in the shape of fine soot, is shown; outside this there is another ring of lighter shade where less carbon is deposited, and within the ring a light deposit of soot is shown.

This deposit of a dark and two light rings of carbon is easily explained. The dark ring corresponds to the luminous zone, where there is abundance of carbon at a white heat.

The carbon *within* the dark ring is deposited as we press the paper down through the flame.

* NOTE.—All substances are more or less absorbent. It will be sufficient, however, at this stage that the children should distinguish between substances manifestly absorbent and those which absorb so very little as to be practically *non-absorbent.*

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Department of Supervision.

THE State Board of Education will meet Monday, June 10th, at Sacramento.

Dr. David Starr Jordan believes in the survival of the fittest in human society. He is fittest! See?

The Seattle Board of Health has ordered public, private, and Sunday schools closed on account of scarlet fever.

The County Boards of Education are busy at this season of the year preparing for the semi-annual examination of teachers.

The grammar grade diploma sent out by the State Superintendent of Schools is much more artistic than the one used a few years ago.

San Diego, San Luis Obispo, Madera, San Benito, Merced, Yuba, and San Joaquin, are some of the counties that advertise for bids for text-books this year.

Governor Budd did not sign the Omnibus Educational Bill. The school law therefore remains the same as in the law of 1892, except the portion referring to high schools. The amendments to it were signed by the Governor and are now a part of the law.

The teachers of San Francisco gave recently to Ex-State and City Superintendent John Swett a testimonial reception. It was largely attended and showed in many ways the great esteem and good will of teachers and people for John Swett, the man, the teacher, superintendent, and author. Madison Babcock made a very touching and eloquent address of welcome. Mr. Swett was presented with a beautiful souvenir of the occasion, tributes of A. L. Mann, Jean Parker, A. Lyser, S. A. White, Aurelia Griffith, Agnes M. Manning, Joseph O'Connor.

In this day it is rather the admission of inefficiency than of merit to admit a part in making the laws of the State. The pension law has been thoroughly picked to pieces. Harry T. Creswell, attorney and counselor of San Francisco, has given a written opinion on the subject. He decides that Boards of Education cannot under the law arbitrarily re ire teachers. The incapacity must exist. It is further decided that the clerk of the board should certify the one per cent. on the school warrant, and the treasurer to retain the amount so stated for the pension fund. This fact seems settled: that teachers can proceed to organize under the new pension law.

Superintendent Black begins his administration as Superintendent of Public Instruction on a conservative basis. He has made no radical changes, and advocates no radical reforms. The men he has called to assist him are well known and popular. W. W. Seamen, the chief deputy, made a record as Superintendent of Los Angeles for fine administrative ability. M. P. Stone served four years in the State Department with Superintendent Anderson. He won many friends. Mr. E. M. Atkinson, also text-book clerk with Anderson, has been retained. Anderson, in his final report, speaks thus of his assistants:

I am indebted to my very able and efficient chief clerk, Mr. M. P. Stone, for the zeal, industry, and care manifested in the preparation of the following statistics. Right here I desire to give to my deputy and to Mr. E. M. Atkinson, text-book clerk, just meed of commendation for their fidelity in the discharge of their duties. To the care and zeal in the discharge of their respective duties exercised by my faithful coadjutors in this office is attributable the freedom from complaint which has characterized my entire administration. They have all done their duty faithfully and well.

The following decision of the Attorney-General will have a startling effect in some counties where the County Boards of Education have not paid any particular attention to the legal part of the text-book question. State Superintendent Black has sent out the following circular letter:

SACRAMENTO, May 17, 1895.

Hon. S. T. Black, Superintendent of Public Instruction, Sacramento, Cal.—DEAR SIR:—Your favor of May 4th, inquiring as to the right of County Boards of Education to require the use of books in the schools of their jurisdiction, not legally adopted, in lieu of those regularly adopted in conformity with the provisions of Section 1874 of the Political Code, came duly to hand, and contents are noted.

I am directed by the Attorney-General to say in reply thereto that the provisions of said section must be strictly followed, and as pertinent to the question asked by you, I would call your attention to Section 1875 of the same Code, which is as follows: "If any city or district refuse or neglect to use the books that may be prescribed, or use any other text-books in any of the prescribed studies, the Superintendent of Public Instruction must withhold from such city, town, or district, 25 per cent of all State school moneys to which it may be entitled until it comply." . . .

Subdivision 1 of Section 1874 says: "Any books hereafter adopted as part of a uniform series of text-books, must be continued in use for not less than four years." Text-books once legally adopted must be used until changed, as provided for in Section 1874 of the Political Code.

To your question, "Can a County Board of Education adopt a text-book without complying with the provisions of Section 1874?" we reply emphatically, "No!" (Section 1874, Political Code, as amended in 1893. Amendments 1893, page 265.)

Respectfully,

C. N. POST,

First Deputy Attorney-General.

SPECIAL SUMMER SCHOOLS.

THIS is the season when teachers are in doubt as to the place where they shall spend their vacation. Already a large number have gone with President Jordan over the popular Northern Pacific to the Yellowstone, and excursions for teachers will leave almost every week in some direction. The excursion feature has become very popular with the teachers; like the summer school it has come to stay. No State in the Union furnishes so many summer schools as California. The parlors, assembly hall, museum, and other attractions of the beautiful Hotel Del Coronado have been given over to a summer school for teachers. The circular states that *The Coronado Beach Summer School* will open July 2d. It gives no names (which is not good policy), but San Diego always secures the best talent. The school will no doubt be a success, as previous schools at Pacific Beach and Coronado Beach have set the pace.

Later: The names of Prof. Holbrook, of the Lebanon Normal School (Ohio), and of Prof. Mellville Best Anderson, of Stanford, have been announced.

Long Beach Southern California Chatauqua Summer School and Assembly will begin July 15th. Prof. A. J. Cook, of Pomona College, and Professor McClatchie, of Throop Polytechnic Institute, will have charge of the science department.

The usual Chatauqua Summer School will be held at Monterey. No circular has been received as yet. The Stanford professors will of course conduct the Hopkins' School of Science.

The University of California sends out the following circular:

UNIVERSITY OF CALIFORNIA.

The Physical Laboratory at Berkeley will be open from June 5th till July 17th, this year, and Mr. E. R. Drew will direct a Course of Physical Experimenting and Measurement.

* * * * * *

The laboratory dues for the course have been fixed at $5, which must be paid in advance.

Inquiries for further information may be addressed to FREDERICK SLATE, Professor of Physics, Berkeley, Cal.

There will be a summer school at the Los Angeles State Normal for special work in psychology, sloyd, music, drawing, and physical culture. Those desiring circulars should write to F. P. Dressler.

Miss Katherine Ball, in decorating the hall where the graduating exercises of the San Francisco Normal School were held, used this rather significant motto: "Thou who teachest teachest not thou thyself?"

The Oakland Board of Education has made a rule to retire all teachers over sixty years of age. Such rules will hasten a generous pension law. It is, however, cold, brutal, selfish.

The State Board of Education of Washington met on June 4th to adopt text-books.

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Reviews.

Educational Articles in Recent Magazines.

[Note. Under this head there will be printed each month the title of the Educational Articles in American and Foreign Periodicals, and the contents of the leading Educational Reviews.—Ed.]

Voice Culture In Its Relation to Literary Culture. Hiram Corson. June Atlantic.
Newspaper English. Franklin Mathews. June Chautauquan.
Scientific Progress Ninteenth Century. Paul Carns. June Chautauquan.
The Chautauqua Movement. H. H. Boyesen. June Cosmopolitan.
The Roxbury Latin School. James De Normandie. June New England Magazine.
Indian Universities. April Calcutta Review.
The Manitoba School Question. May Canadian Magazine.
Professional Institution. Herbert Spencer. May Contemporary Review.
Educational Values. April 16, The Dial. Chicago.
The Criminal Crowding of the Public Schools. J. H. Peniman. May Forum, New York.
Crowded Schools as the Promoters of Disease. H. D. Chapman. May Forum, New York.
The Government as a Great Publisher. A. R. Spofford. May Forum, N. Y.
Pettifogging Law Schools and an Untrained Bar. David S. Jordan. May Forum.
The Sloyd System. C. S. Work. May Lend a Hand, Boston.
Genius the Model for Educational Methods. William George Jordan. April New Science Review (quarterly), Phila.
Changes in Spoken English. A. B. Kingsbury. April New Science Review, Phila.
Scientific Irritability. Evelyn J. Hardy. April New Science Review.
Notes on Scientific Progress. April New Science Review.
The German Use of Foreign Words. D. Sanders. April Deutche Revue, Stuttgart.
The So-called Æsthetics of Culture. R. Dehmel. April Die Gesellschaft, Leipzig.
Women's Education in England. L. Fleischner. April Neue Revue, Vienna.
Characters of German Fairy Tales on the Banks of the Nile. Dr. A. Schilbach. April Ueber Land und Meer, Stuttgart.
The Centenary of the Normal School. Reveu Bleue, Paris, April 13th. Vie Contemporaire, April 1st.
Revue Scientifique, April 13th.
The Normal School and the Revue Bleue. F. Sarcey. Revue Bleue, April 20th, Paris.
Secular Schools and the Reason for Their Existence. La Civitta Cattolica, April 20th, Rome.

Popular Science Monthly.—N. Y. May.

Studies of Childhood. VIII. Fear. James Sully.
Archæology in Denmark. Frederick Starr.
The Office of Luxury. Paul Leroy Beaulieu.
Professional Institutions. I. Herbert Spencer.
Kidd on "Social Evolution." W. D. Le Sueur.
An Old Naturalist. W. K. Brooks.
The Work of the Naturalist in the World. Charles S. Minot.
Business, Friendship, and Charity. Logan G. McPherson.
Race Mixture and National Character. L. R. Harley.
Woman as an Inventor and Manufacturer.
Microbes as Factors in Society. M. L. Capitan.
The Illustrious Boerhave. William T. Lusk.

Education.—Boston. May.

Has the New England Academy Outlived Its Usefulness? G. M. Steele.
City Supervision. Homer H. Seerley.
Social Evolution by Benjamin Kidd. J. G. Taylor.
The Study of Words. W. F. Parsons.
Plea for a Determinative Course in Schools. C. L. Wood.
Ambiguity in Plant Nomenclature. Bessie L. Putnam.

Educational Review.—London. May.

Technical Education for Girls. R. W. Hinton.
The Teaching of English Composition in Schools. Miss E. Irgall.
University Reform in India. T. Vijayaraghavan.
English and Irish Public Schools. Leo. Strange.
Girls' Gymnasia in Germany. Miss Alice Zimmern.

Educational Review.—New York. May.

The College Commencement. Lucy M. Salmon.
Geography as a School Subject. Charles A. McMurry.
Correlation of Science and History. Wilber S. Jackman.
The High School Period. James H. Baker.
Recent Text-Books on Fiction. Brander Matthews.
Is Oxford a University? Richard Jones.
Content and Form. Henry W. Brown.
Classical Conference at Ann Arbor. Andrew F. West.

Kindergarten Magazine.—Chicago. May.

Language Training in the Kindergarten. J. V. Denney.
Knighthood a Symbol of Moral Power. Susan E. Blow.
The First School Year.—IX. Katherine Beebe.

Books.

PHILOSOPHY OF TEACHING. By Arnold Tompkins. (Ginn & Co., Publishers.)

The "Philosophy of Teaching" is purely a work founded on the principles of psychology. Teaching is a mental process, not a mechanical one, is the keynote to the book. The author declares that if the teacher is to cause the pupil to think the position, form, size, cause, and effects of the Gulf Stream, the teacher himself must think each of these relations while stimulating the pupil to think each of them. The book is divided into the following subjects: The teaching process; the aim of teaching; method of teaching specific phases of the law; thinking the general; the process as a complex law; problems solved by law. The subjects are treated in an interesting matter. Prof. Tompkins has written a great book for the teacher in need of help.

MYTHS OF NORTHERN LANDS. By H. A. Guerber. (American Book Co. Price $1.50.)

"The Myths of Northern Lands" is a companion volume to the popular book, "Myths of Greece and Rome," by the same author. Northern mythology is always interesting. In this book it is presented in a complete and connected manner, and will serve a purpose covered by no other book. The Northern myths have always had a great influence on our customs, religion, art, and literature. For high schools, graded schools, and private reading, "The Myths of Northern Lands" will serve a most excellent purpose. The illustrations are particularly fine, and are usually the reproductions of famous works of art. The book is new; it is also desirable.

Heald's College.

The editor of this journal has been personally acquainted with the work of Heald's College for many years. Its graduates may be found in the employ of many of the great mercantile houses and corporations of San Francisco. Many of the graduates are successful business men. The institution is conducted on business principles, and it has the confidence of all the business men of San Francisco. No matter what kind of an education a man has, he should at least have a thorough business education. He can learn by actual practice at Heald's College. E. P. Heald's name in the sphere of business education is just as prominent and as honorable as that of Dr. Jordan's in university work, and Prof. C. S. Haley is a shrewd and successful business manager. He has given every detail of the business part of the institution close attention. The management is thoroughly up to date in all of its improvements. It has added an electrical department, and placed in charge Professor Brooks. It is a genuine workshop, where the pupils learn not of books but by practical work the various uses of electricity. If you want good practical education along any of the lines of business, write to Heald's Business College, 24 Post street, for catalogue.

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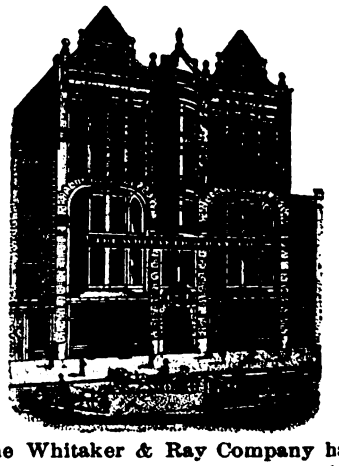

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Round-Table.

ROUND-TABLE talks at the institutes and educational gatherings have always been interesting. The round-table permits a freedom of discussion that does not prevail when you talk *at* a person instead of with them. At Hollister recently a round-table was established by Fred M. Campbell, E. A. Cox, Caspar W. Hodgson, F. B. Ginn, and John B. Dumbreck. The table had a beautiful green cloth and heavy carved legs. There were pockets at each side and at the four corners. There were balls on the table and sticks very much like blackboard pointers. They had a jolly time at this round-table. The stories Fred M. Campbell told were almost equal to those famous yarns of Madison Babcock, and the mild-eyed and gentle-mannered Hodgson looked on in wonder at the way the musical Cox handled the blackboard pointer to carom the white spheres on the red globes. Prang's art was never shown to better advantage than by Dumbreck on the occasion of the establishment of the Hollister round-table. Even the venerable Ginn forgot about text-books in watching the artistic moves of Campbell, Cox, Dumbreck and Hodgson. After the instituting of this round-table, Prof. Cox suggested a lesson on cubes and squares. He produced a leathern goblet with some squares in it, with dots on them somewhat different from Prang's kindergarten material. The humor of this quaint play seemed to be on Ex-State Superintendent Campbell. It was next suggested that the round-table company should next try an experiment in military tactics, a branch of learning that is quite a fad. Hodgson soon found a place where lessons to four were given for a quarter. A faded woman handed out the guns, and the practice consisted in shooting at a discolored white moon with a dark spot in its center. Cox showed most excellent military drill. The next day each member of the round-table appeared before the County Board of Education, and made a very serious address on the good qualities of the books he represented. This must be said in each man's favor: He made his statements brief and did not disparage his competitors' books; and the County Superintendent was heard to say: "Even a book agent can be a gentleman."

Speaking of bookmen, it is reported that that A. F. Gunn, who has represented the American Book Company in California, will retire next month. Mr. Gunn's management of the company's affairs has been broad and liberal. There is not a County Superintendent in the State who does not regard Mr. Gunn as a personal friend. He is a square man in the book business, and he will take with him the good wishes and the kindliest remembrance of all those who have had dealings with him. Mr. Gunn has been very successful in his business affairs, and retires to devote himself more exclusively to his large private interests.

The meeting of the County Boards of Education in Southern California in conference to secure more uniformity in examinations and courses of study, is a move upward not on Prof. Brown's educational spiral, but up in a perpendicular line. Now, when the County Superintendents meet this year let all the County Boards send representatives and hold a State conference.

Yes, round-table talks at institutes would be popular and good results could be obtained. It is really one of the most difficult things in the whole duties of a Superintendent to conduct an institute on satisfactory lines. There does not seem to be any system thoroughly satisfactory. The motto of "Try, try, try again," is pertinent to institutes.

THE TEACHERS' VACATION.

The East—The Yellowstone—Denver, and the National Educational Association.

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Special rates have been secured for a teachers' party via the Shasta, the Northern Pacific, and the Burlington routes, and the Yellowstone Park and Black Hills, to Denver, and the N. E. A., with privilege of returning over any of the Rio Grande routes. Mr. Hodgson, of Stanford University, who organized the Dr. Jordan party for the Yellowstone last month, has charge of the arrangements, and a number of well-known teachers have decided to join the party. Whether you join this party or not, it will pay you to go East over the Northern Pacific and enjoy a cool summer climate, for it costs you no more than to go over a shorter line. For further particulars and copy of "Sketches in Wonderland," address T. K. Stateler or Caspar W. Hodgson, at 638 Market street, San Francisco.

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Very truly, MARY E. SHOEMAKER,
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Lessons In Vertical Writing.

Prof. Leon Stiehl, of Stiehl's Business College, will give a series of ten practical lessons in writing in this journal. Professor Stiehl was for two years supervisor of penmanship in the Alameda schools and is now at work on a manual for business forms and penmanship. The plates printed in this journal are from advance sheets of his forthcoming book. The lessons will be of practical value to teachers.

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Madison Babcock: "Teachers are measured by what they can do, not by what they have 'been over.'"

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Tenth Annual Teachers' Excursion.

Prof. J. B. McChesney and Professor Crawford, of Oakland, will chaperon a party of teachers June 13th for Chicago, New York, Boston, and Eastern points. This excursion will go over the Denver & Rio Grande, the Burlington, and the celebrated Erie lines. The Erie lines are represented by J. G. McCall, who is noted for being one of the best posted and most accommodating in the business. Write to J. B. McChesney, T. O. Crawford, or J. G. McCall, agent Erie lines, 10 Montgomery street, San Francisco.

Meeting of the N. E. A.

The National Educational Association will meet at Denver, July 5th to 12th. George R. Kleeberger, San Jose, is State manager. There is an excellent program which has been copyrighted and cannot therefore be printed. Teachers will find the Central Pacific at this season delightful. The high altitude of the Sierra and quick transit are particularly desirable.

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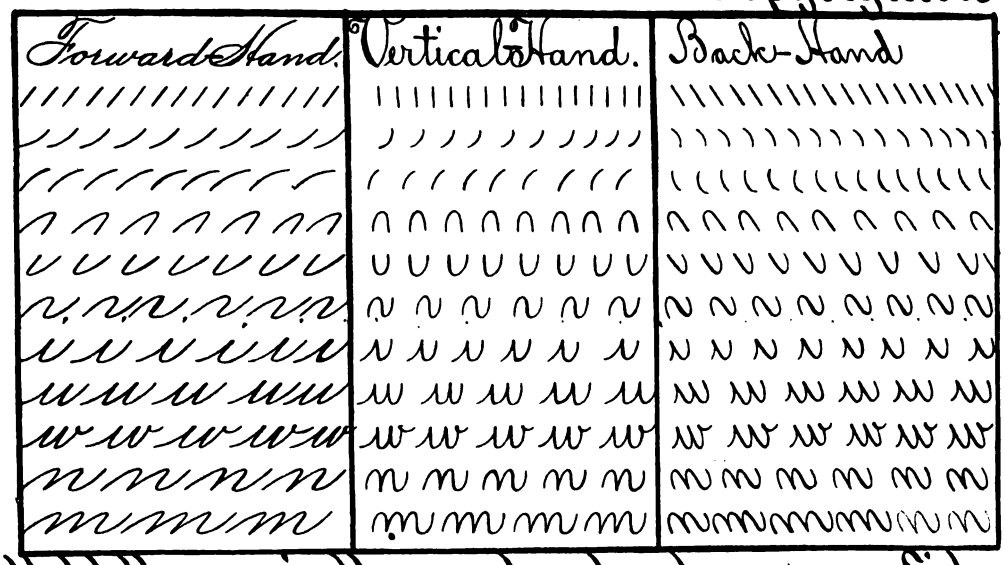

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SAN FRANCISCO, JULY 1, 1895.

NUMBER 2.
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Publishers' Note. THE Whitaker & Ray Co. become the publishers of THE WESTERN JOURNAL OF EDUCATION with this issue. The firm has abundant capital to make it a real journal of education. It will be as separate and distinct from the book business of the firm as Harper's Magazine is from Harper & Brothers' book publication, or as The Popular Educator from the Educational Publishing Company. The desire is to make the journal so valuable that if you do not subscribe for it you will lose a good investment of $1.50. HARR WAGNER, *Editor and Manager.*

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Tenure of Position. THE worst possible feature of our entire school system is that boards of trustees cannot make contracts for more than one year with teachers. If a teacher is a failure, the contract ought not to be for more than three months. If a teacher is a success, the contract ought to be for as long as success continues, or until deserved promotion comes. Again, no board of trustees is allowed to employ a teacher before July 1st. As a result, many teachers are kept in suspense. There are country schools that change teachers every four months, and there are other schools that change every year, without any reasonable cause. Our country schools have the advantage of pure air, plenty of physical exercise, and manual training with ax and wood-pile. There is, however, that lack of systematic development that comes from a definite purpose on the part of the teacher.

* * *

Patriotism in the Public Schools. THERE is such an undercurrent of distrust among the middle classes, that the boys and girls are compelled to listen almost daily to unrestricted denouncements of our Government. This is not in the school, but in the homes. It is not the labor element alone that has the socialistic and anarchistic tendencies. The sentiment for a change of the entire system of government exists largely among the people who are known as the great middle class. Competition in forging the chains of a trust has shown the necessity of co-operation. The brotherhood of man is becoming the watchword of the thinking people; and a government that will protect the strong against the weak is demanded. The survival of the fittest is the doctrine of nature, and of a monopolistic form of government. It is not the doctrine of the Sermon on the Mount.

Raising flags over the schoolhouses, observing Washington's Birthday, and getting oratorical, or drunk, or wearing flags and blue uniforms with golden trimmings, will not be sufficient to teach lofty sentiments of patriotism. The parents who denounce the Government before the children do a wrong that the schools cannot remedy. A child who is taught that his parents and himself are deprived of the good things of this life that their neighbor possesses from causes due to the system of government, is sure to become a mature rebel. The work of patriotism in the public schools must be not so much a eulogy of the Government as it exists, but of the ideal to which a republic may attain. The teacher should instill a desire in a student to work for the highest ideals in the administration of human affairs. Teach not the government that the

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people condemn, but teach the perfect development of the best republic on earth.

* * *

Dr. Stebbins and a Tuition Fee. DR. HORATIO STEBBINS has written an open letter to Judge C. W. Slack on the question of charging students fees to attend the State University. The article shows a careful use of the English language and close thought upon the subject. Dr. Stebbins' logic, however, is prescribed by his environment. He argues that it would be better for the State and better for the students if a tuition fee were charged. The advocates of charging a fee heretofore saw in the system only an expedient to avoid a deficit in the revenues of the University. Dr. Stebbins takes a high, philosophical view of the question. He asserts that the students of the University are a privileged class, made so by legislation and the exclusiveness of location. In fact, his assertions carried to positive conclusions would result in the belief that the State should not give university training to its sons and daughters at all. "The functions of the State," he declares, "is to execute justice among men."

Dr. Stebbins in every statement shows that he is a strict adherent of the "Kilkenny cat" theory of competition in State and education. It is too true that the students of the University are a privileged class. Why make the University pupils a more privileged class by charging a tuition fee. The social conditions of the universities of America have almost ostracized the student of poor but respectable parents. The simple habits of student life have given way to "functions" that force the poorer students into other avenues, and they are left without the equipment in mental culture of the "privileged class" at Berkeley. Tuition should be free at Berkeley. The State should also establish scholarships. The least approach to shutting out the very poor should be met with a determined opposition. Is it infantile to make a great university free? Dr. Stebbins advises that if a student is too poor to pay the tuition, the University loan him the money. This is bad policy, for the reason that the young men are taught the habit of going into debt. Again, it will start them in life handicapped with obligations, while their more fortunate classmates have no debts, and money to start with. Give the poor student a free education. The Regents can find other ways than in a tuition fee, if not to increase the revenues, then, at least, to decrease the expenditures. is hard to believe that public opinion is in accord ith Dr. Stebbins' open letter.

* * *

Literary Criticism. CRITICISM is almost a lost art. Books are puffed, not criticised. Notices are feeble attempts of reportorial literature. The critical faculty, when it has the environment of a generous nature, is one of the highest gifts of the human intellect. The ability to read a book, with a keen appreciation of its construction, a critical study of the characters, and even the notice of a great sentence, brings enjoyment that is unequaled. Criticism is the whetstone of the mind. The brilliant *salon* of Madame de Stael was enjoyable because there was a friction of intelligence. Reading without criticism may have a fascination. It is, however, a low form of intellectual enjoyment. Teachers should study the art of criticism. The pupil should be taught it. Criticism in the field of letters and art is what the laboratory method is to science. Blair's "Lectures on Rhetoric" is probably the most interesting book on criticism published. It is not a fad, like Matthew Arnold's. It is not so cold. so bloodless, as his art of criticism. Blair always has the warm sunshine in his pictures. A critic to be great must have heart as well as intellect in his work.

* * *

Christian Education. THE REV. DR. E. B. SPALDING, of Trinity School (a full account of which appears in this issue), as chairman of the Committee on Christian Education of the Episcopal Diocesan Convention, held last month, made so many excellent points, that it is thought best to reproduce a few of them:

> While there is the manly young life all about us—while much that is manly and strong obtains by a kind of hereditary force,—yet two types of a new young man are becoming painfully apparent. One has for its essential characteristic a kind of dudishness so effeminate as to be absolutely exasperating. The other is too often marked by a boasted knowledge of evil, a viciousness veneered, it may be, by society manners and society ways, but which at once excites fear and disgust. However indifferent the general public may be to these signs, ominous for the future, parents and guardians who have to face a a responsibility for the young are being roused to the dangers that beset those bound to them by ties of affection and kindred.
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> The prayer of nine-tenths of parents to-day is, that their children "may be saved from contamination and vice all about them." They tell you that they wish their boys to be brave and manly; their daughters to be pure, gentle, womanly. This to them is far more necessary than any training of the mind.
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> . . . . . .
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> Our public school system of education, grand in its theories, munificent in its appointments, is doing all in its power to meet this demand, but it has all but insuperable difficulties to encounter. It is called to gather many young lives in a mass, good, bad, and indifferent. It can make no distinctions. It rarely can give that individual training so necessary to the development of character. To be just, also, religious influences must be eliminated from the system.
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> . . . . . .
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> There should be in every great university of our land a hall erected, the home for those who need the influence of the Christian family. It should be a building suited in all its appointments for a young man's life, with its bedroom and adjoining studies; with its reading-room, provided with the best periodicals of the day; with its library, stored with choicest reference books. It should have its well-ordered dining-room, its gymnasium, its billiard-room, its smoking-room, if you will,—for it is sometimes wise to avoid side issues. Above all, in its center should be a chapel, where morning and evening prayer and praise should go up, as the fitting beginning and ending of the day.

* * *

Editorial Note. THE August number of this journal will contain a complete article on beginning the first day of school, and will also have timely con-

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tributions and suggestions for school-work. It does not claim, however, to be a journal of methods. The aim is to print the educational news, with such articles and editorials as will make the teachers think. The highest pedagogical training is not in facts, but in the friction of intelligence.

THE CLASSICS IN OUR SCHOOLS.

PROFESSOR GAYLEY, in an address to the Berkeley High School graduates, excited considerable criticism in advocating the study of the classics. Only six out of forty-nine were classical students, and Professor Gayley's remarks were not in accord with the studies pursued by the large majority. He said the great men of America were versed in the history and original literature of ancient times.

"They seized the opportunities before them and made themselves great because of their superior cultivation. In this one thing they are not imitated by young Americans, a large proportion of whom graduate from school and college without having even seen, to say nothing of grasping, the opportunities which lie open before them.

"This is because they have taken the wrong course, which deplorable fact is due either to unwise judgment on the part of their advisers or to inborn ignorance. This is too true of us Californians. We are puffed up with the glory of our Californianism in an egotistical, ignorant, and barbarous way, and are in many cases satisfied with our station in life.

"Not fifteen per cent of the people in this hall are thoroughly acquainted with our national literature, and not thirty per cent have even any proper sympathy with its historical foundation.

"During the six years I have taught at the University I have had only three or four students whom I could advise to specialize in English literature, simply for the reason that all the rest were not sufficiently well trained in Latin and Greek, the very foundation of modern literature.

"Our young Californians have been turned away from the classics toward utilitarianism, and it will take us twenty years to get rid of the stigma."

A Study in Nature.

School Literature.

TEACHING AS A PROFESSION.

AN ADDRESS BY CHARLES A. MURDOCK, DELIVERED AT THE GRADUATING EXERCISES OF THE SAN FRANCISCO NORMAL SCHOOL.

AS CIVILIZATION advances, the circle of the occupations of man that are dignified by the name of professions constantly enlarges. Not long ago the learned professions were confined to medicine, law, and theology. Unless a man were a lawyer, a doctor, or a minister, he was not credited with a profession—that is, something that, by reason of his preparation, he professed himself to be competent to practice.

It is my purpose to consider briefly one of these newly initiated professions. Teaching is no longer one of the bread-winning occupations. It is not simply a vocation—it is something much higher; and there is no reason that in the circle of the learned professions it has entered it should bow its head in any consciousness of inferiority. William Ellery Channing once said: "The noblest work on earth is to act with an elevating power on a human spirit." No argument is necessary to convince one of this; we feel it to be true. For this no profession offers better opportunity than teaching. The minister must rouse and inspire adults whose characters are formed, and whose inertia is a settled condition. The teacher works with plastic material, and, though the primary influence is intellectual, it is so mixed with the moral and spiritual, and the unconscious influence of character is so great, that it may be doubted if all the churches and Sunday-schools in the land accomplish as much in the elevation of mankind as the public schools might do if they were equal to their opportunity and privilege. The doctor is concerned with the health and strength of our bodies—a matter of great importance,—but man is more than an animal, and the mind and soul that inhabits his frame—destined, I firmly believe, to survive it—are of even greater importance. These the teacher develops and influences. The true lawyer promotes justice, defends the right, upholds authority,—a noble calling if nobly followed; but if man can be led to know the true, to love the fair, to do the right, his occupation will be gone. This is the end and aim of true education.

Education is in its early childhood. It has made great strides within the memory of living men. Its future is incalculable. It is the hope of civilization, the seed-plot of all progress, the most important interest committed to humanity. Its true office is to bring the natural endowments of every human soul into free, full, and harmonious play. Every soul born into the world is a bundle of possibilities. The range between the capacities of different individuals is very great. One little cranium has infolded in it the possibility of a Froebel or a Lincoln; another will reach its limit in becoming a humble, honest plumber. The interest

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of society is to see that all, however unequally born, have equal opportunity and fullest scope for the development of all their powers. Given the inherited tendencies and the limitations incident to every human being, what each individual becomes, the extent to which his highest possibilities are realized, depends wholly upon education, and largely upon the limited phase of it which we call schooling.

It is becoming to be understood that the growth and development of the mind and heart of a child are governed by laws as exact as those that hold the stars in their places or repair the wasted tissues of the body. Psychology is as old as Aristotle, but its practical application to every-day teaching is an evidence that the world is coming to its kingdom. There is a science of education. It has an ugly name, but Pedagogy is a morning star, and the sun will rise. The application of the exact methods of science to the problems of education opens a new realm to advancing man. The days of the hornbook are gone by; the days of the snuff-taking, spectacled crone, who being able to read was thought good enough to teach, have gone by; the days of the untrained teacher are going by. In the backwoods and on the outskirts of civilization the school may still be a convenient place to maintain the respectable who are in need—a modified almshouse,—but in a city boasting its intelligence it is monstrous to rest satisfied with low standards, to ignore inefficiency, to continue methods that ought to be obsolete, to allow machine-teaching to spoil the minds of our children where they might be taught to think. The most hopeless of all conditions is to be satisfied with present attainments. Provincial pride is a poor substitute for enlightened views. The best of schools are none too good for San Francisco, and we should not rest until we have them. We have much that is good. There are as fine schools and as fine teachers in our city as elsewhere; but there is a large element that is not progressive, that resents any criticism, and resists all efforts to elevate. There are few subscribers to the best educational journals; the leading educators who would gladly address our teachers attract few hearers. Teaching seems to be an occupation, a salary-earning business, and not a profession. What we need is high ideals, an exacting standard, a steadfast determination all along the line to make our schools at least the equal of any in the land. In pursuit of this no personal considerations must stand in the way. There must be neither fear nor favor; everything must give way to the best interests of the school.

The Normal School should give the keynote. Little can be done to influence our present teaching force. Fortunately many of them are true teachers—not barnacles nor leeches. Miss Anthony never said a truer word than that no teacher whose interest was chiefly in her salary was fit to teach. If the teachers who are so lacking in conscience as to care only for their pay, and those who have so little professional pride as to resist all efforts to bring them up to a level of decent respectability as teachers could be dropped from our rolls, and their places filled with trained teachers who love their work, and who are free from the conceit that commonly goes with inefficiency, the educational power of our schools would be doubled. But this is hopeless. For better or for worse, our hands are tied. To remove an incompetent or unfit teacher is as difficult as to convict a legislator of accepting a bribe. We must endure the ills we have, and trust to the slow processes of time to make actual the vacancies that practically exist.

The best thing that any Board of Education can do is to fill the vacancies as they occur with the best possible teachers, without regard to "influence," importunity, individual preference, sympathy, or any other motive than the good of the schools. Fortunately public opinion has compelled the acceptance of the principle that however a teacher may be appointed the appointee shall be a graduate of a normal school or a university. Our San Francisco Normal School has been given the preference,—and it ought to have it, provided that its standard is equal to that of its competitors. In similar schools in the East, and in our State Normal Schools, the term is equivalent to two years, added to our high-school course. Some time since, wishing to ascertain the sentiment of our principals, I addressed them through a circular. Forty-two answered; and I was almost grieved to find that twenty-one—exactly half—thought a one-year course enough. The reason commonly assigned—that many of the girls could not afford another year—showed only too well the estimate entertained of the public schools. To some principals the interest of the schools seems to be secondary to the interest in the teachers. The pay that they and their teachers receive seems to be the consideration of greatest importance. If there are such, they are unworthy of their places and ought to be removed. The result of the referendum mentioned was better understood when I learned that active electioneering had been done to secure returns favorable to a one-year course. I accord every one the right of opinion in this matter; but to my mind the San Francisco Normal School would be better abolished than be continued on a low standard. It would be unfair to the pupils who could not expect to secure schools in the country in competition with State school graduates who had given another year, and it would be unjust to our city schools to give preference to immaturity. I firmly believe that increased intelligence and an awakened sense of the importance of the most thorough preparation for the calling of the teacher will before many years compel a course of study and practice of at least four years.

Contrast for a moment the preparation required for the other learned professions. If a man or woman is

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to be a doctor adjudged worthy to try to cure my dyspepsia or to set my broken leg, he must, after leaving the high school, spend four years in the university and four more at the medical school—eight solid years. [The dean of the Cooper Medical College told me to-day that, whereas in 1864 eight months' attendance on lectures was required as a preliminary to examination, there is now required twenty-seven months. This shows what other professions are doing in advancing their standards.] A boy leaving the high school to become a lawyer capable of defending me from punishment for a crime committed or to compel me to pay my debts, must also spend eight years before he is allowed to practice. But a boy or a girl who is to be intrusted with training the mind of my child—the most difficult and important task committed to human hands,—and whose character is to influence that child for life, may leave the high school and, without examination, enter our city Normal School, with the certainty of graduation at the end of one year, with a diploma entitling the holder, a youth or maiden of eighteen or nineteen, to teach in our public schools.

I say it is belittling a noble calling, and degrading a profession that ought to be learned; and I make no apology for stating my conviction in the most positive manner at this time and in this presence—for I consider it the most important question that has arisen for years, and one of great significance to the future of education in this city.

I believe that the profession of teaching is the most underestimated calling on earth. I believe that the reform of greatest promise is a just estimate of what a teacher should be, and a rigid adherence to the highest standards. Think of the requirements of a true teacher! What intelligence, what tact, what patience, what refinement, what imagination, what character, what love! And, given these, what judgment, what skill, what knowledge of methods, what understanding of child-nature, what quickness of perception and readiness of resource, what power of expression, what ability to inspire and uplift! Think of the importance of personality and the unconscious influence exerted constantly! Think, too, of the damning contamination of a teacher who is not pure and high-minded, who is untruthful and without sense of honor!

Young women, the ground whereon you stand is holy ground; the burning-bush of truth proclaims it so. You have chosen the highest pursuit that may engage mankind. Never think of it lightly. Consecrate yourselves to it conscientiously, fervently. Give it your best powers. Maintain the highest ideals. Never rest satisfied with the attained. And ask God to bless you in your purpose through it to serve Him.

Earl Barnes will tell the teachers of N. E. A. at Denver his interesting experiments in child study in California.

UNANSWERED PRAYERS.

BY ELLA WHEELER WILCOX.

Like some schoolmaster, kind in being stern,
Who hears the children crying o'er their slates,
And calling, "Help me, master," yet helps not,—
Since in his silence and refusal lies
Their self-development,—so God abides,
Unheeding many prayers. He is not deaf
To any cry sent up from earnest hearts;
He hears, and strengthens, when he must deny.

He sees us weeping over life's hard sums;
But should He dry our tears and give the key,
What would it profit us when school were done
And not one lesson mastered?
What a world
Were this if all our prayers were granted! Not
In famed Pandora's box were such vast ills
As lie in human hearts. Should our desires,
Voiced one by one, in prayer, ascend to God,
And come back as events, shaped to our wish,
What chaos should result!
In my fierce youth
I sighed out breath enough to move a fleet,
Voicing wild prayers to heaven for fancied boons
Which were denied; and that denial bends
My knees to prayers of gratitude each day
Of my maturer life. Yet from those prayers
I rose always regirded for the strife
And conscious of new strength.
Pray on, sad heart!
That which thou pleadest for may not be given:
But in the lofty altitude where souls
Who supplicate God's grace are lifted, there
Thou shalt find help to bear thy future lot
Which is not elsewhere found. —*Ex.*

THE TEACHER.

BY MRS. C. E. WHITON STONE.

Unto an artist I imploring spake,—
"Paint me a figure, with your soul of fire,
That shall embody light, and so inspire
To larger deeds that the whole world will wake,
And, as at stirring sound of bugle, take
Truth's highest citadel." Quick with desire
I saw the artist, touched to impulse higher
Than even the stars, a reverent movement make,
As if in prayer; then on the canvas drew
A group of children, with a Presence fair
Set in their midst that, sun-encircled, grew
Into the Face Sublime! O Light of Ages! where—
Where other shall we see the symbol true
Save in the splendor Thou alone dost wear?

What know you of the soul's inherent strife?
How can you from the knowledge of your life
Write out a creed for mine?

—*Madge Morris Wagner.*

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SEA MOSSES.

THIS is the season of the year when the teachers and the children go down to the sea for a breath of fresh sea air. Dr. C. L. Anderson, writing in The Traveler, says: "Although sea mosses may be collected all seasons of the year on the California Coast, the better time of the year is during the months of June, July, and August. There are more tints obtained at low tide, in coves and on shelving rocks, where crevices and tide-pools occur, or often on the side of cliffs or large rocks from which the tides have receded.

"The better way is to mount the plants before they become dry; but, with some exceptions, they can be dried and kept in bundles for almost any length of time, and then soaked out in fresh water and made ready for mounting.

"Almost any firm, substantial white paper, such as unruled writing-paper or heavy book-paper, may be cut into convenient sizes and used to receive the moss under water, which, after being placed in position to best show the plant, should be covered with soft muslin and put between drying papers, with moderate pressure. After a few hours—six to twenty-four—the driers should be changed. The sooner the specimens are dried the better.

"Each kind is readily known by its behavior. A friend of mine who has had much experience in handling marine algæ, although she knows names of but few, recognizes the genus and species by the senses in her fingers. I, or another botanist, would need a miscroscope, and, perhaps, investigation as to modes of reproduction, before deciding as to characters.

Sea Moss.

"They nearly all have names, but mostly in Greek and Latin, and perhaps too long and hard to remember. There are some common names, but, like most common names of plants, are rather indefinite. For instance, we know some kinds as "kelp," "tangle," "sea lettuce," "dulse," "devil's aprons," "sea colander," "sea-otter's cabbage," "Irish moss." They belong to the large order of plants known as cryptogams—hidden flowers. They grow and reproduce by means of cell-divisions and cell-transformations."

The schools of San Francisco will open July 22d. There will be but few changes in the department.

THE MATSUYAMA MIRROR.

A JAPANESE FAIRY TALE.

[The latest fad in supplementary reading is Japanese fairy tales, printed in unique Japanese books. The following story will serve to illustrate the series. It is as interesting as it is odd, and will be pleasant reading for young and old.—ED.]

ALONG, long time ago, there lived in a quiet spot, a young man and his wife. They had one child, a little daughter, whom they both loved with all their hearts. I cannot tell you their names, for they have been long since forgotten, but the name of the place where they lived was Matsuyama, in the province of Echigo. It happened once, while the girl was still a baby, that the father was obliged to go to the great city, the capital of Japan, upon some business. It was too far for the mother and her little baby to go; so he set out alone, after bidding them good-by, and promising to bring them home some pretty present.

The mother had never been farther from home than the next village, and she could not help being a little frightened at the thought of her husband taking such a long journey, and yet she was a little proud, too; for he was the first man in all that countryside who had been to the big town where the king and his great lords lived, and where there were so many beautiful and curious things to be seen.

At last the time came when she might expect her husband back; so she dressed the baby in its best clothes, and herself put on a pretty blue dress which she knew her husband liked.

You may fancy how glad this good wife was to see him come home safe and sound, and how the little girl clapped her hands, and laughed with delight, when she saw the pretty toys her father had brought for her. He had much to tell of all the wonderful things he had seen upon the journey and in the town itself.

"I have brought you a very pretty thing," said he to his wife. "It is called a mirror. Look and tell me what you see inside." He gave to her a plain, white wooden box, in which, when she had opened it, she found a round piece of metal. One side was white, like frosted silver, and ornamented with raised figures of birds and flowers; the other was bright as the clearest crystal. Into it the young mother looked with delight and astonishment; for from its depths

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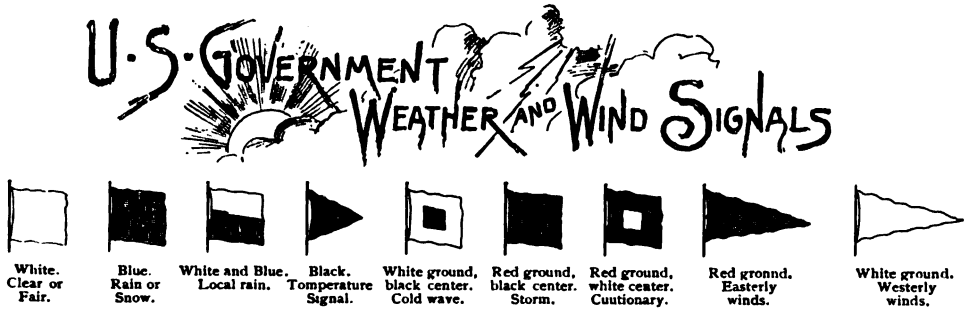

was looking at her, with parted lips and bright eyes, a smiling, happy face.

"What do you see?" again asked the husband, pleased at her astonishment, and glad to show that he had learned something while he had been away.

"I see a pretty woman looking at me, and she moves her lips as if she was speaking, and — dear me, how odd!—she has on a blue dress just like mine!"

"Why, you silly woman, it is your own face that you see," said the husband, proud of knowing something that his wife didn't know. "That round piece of metal is called a mirror; in the town everybody has one, although we have not seen them in this country-place before."

The wife was charmed with her present, and for a few days could not look into the mirror often enough; for you must remember that, as this was the first time she had seen a mirror, so, of course, it was the first time she had ever seen the reflection of her own pretty face. But she considered such a wonderful thing far too precious for every-day use, and soon shut it up in its box again, and put it away carefully among her most valued treasures.

Years passed on, and the husband and wife still lived happily. The joy of their lives was their little daughter, who grew up the very image of her mother, and who was so dutiful and affectionate that everybody loved her. Mindful of her own little passing vanity on finding herself so lovely, the mother kept the mirror carefully hidden away, fearing that the use of it might breed a spirit of pride in her little girl.

She never spoke of it, and as for the father, he had forgotten all about it. So it happened that the daughter grew up as simple as the mother had been, and knew nothing of her own good looks or of the mirror which would have reflected them.

But by and by a terrible misfortune happened to this happy little family. The good, kind mother fell sick, and, although her daughter waited upon her day and night with loving care, she got worse and worse, until at last there was no hope but that she must die.

When she found that she must so soon leave her husband and child, the poor woman felt very sorrowful, grieving for those she was going to leave behind, and most of all for her little daughter.

She called the girl to her and said: "My darling child, you know that I am very sick; soon I must die, and leave your dear father and you alone. When I am gone, promise me that you will look into this mirror every night and morning; there you will see me, and know that I am still watching over you." With these words she took the mirror from its hiding-place and gave it to her daughter. The child promised, with many tears, and so the mother, seeming now calm and resigned, died a short time after.

Now this obedient and dutiful daughter, never forgot her mother's last request, but each morning and evening took the mirror from its hiding-place, and looked in it long and earnestly. There she saw the bright and smiling vision of her lost mother. Not pale and sickly as in her last days, but the beautiful young mother of long ago. To her at night she told the story of the trials and difficulties of the day; to her in the morning she looked for sympathy and encouragement in whatever might be in store for her.

So day by day she lived as in her mother's sight, striving still to please her as she had done in her lifetime, and careful always to avoid whatever might pain or grieve her.

Her greatest joy was to be able to look in the mirror and say: "Mother, I have been to-day what you would have me to be."

Seeing her every night and morning, without fail, look into the mirror, and seem to hold converse with it, her father at length asked her the reason of her strange behavior.

"Father," she said, "I look in the mirror every day to see my dear mother and to talk with her."

Then she told him of her mother's dying wish, and how she had never failed to fulfill it. Touched by so much simplicity, and such faithful, loving obedience, the father shed tears of pity and affection. Nor could he find it in his heart to tell the child that the image she saw in the mirror was but the reflection of her own sweet face, by constant sympathy and association, becoming more and more like her dead mother's day by day.

THE POLITICAL EDUCATION OF YOUNG WOMEN.

EXTRACT FROM ADDRESS OF PRESIDENT MARTIN KELLOGG.

In all times some women have had political influence and power. Deborah and Judith swayed the destinies of the ancient Hebrews. The Delphic priestess and the sibyls of classic lands were looked up to and respected. Germany had its Veleda and France its Joan of Arc. Zenobia in Palmyra knew how to rule. The British Queens Boadicea, Elizabeth, and, later still, Victoria, have shown the political capabilities of women. But the influence of women on public affairs has not

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been wanting on the darker pages of history. Cleopatra won no fame as a queen, but as the temptress of Antony she became a dangerous meddler in the world's affairs. The massacre of St. Bartholomew stands a bloody monument to the influence of one wicked women, Catherine de Medici, and biblical history instances the case of Herodias, whose dancing led to the death of John the Baptist.

Women have power over men. It lies in the charm of their finer natures. The grace and beauty of the world are chiefly theirs. Men have for them not only an individual but also a collective sentiment of admiration.

The individual man falls in love—a community pays homage. Medieval chivalry contained an undisputed adoration of women. Women of intelligence are sure to wield a large influence in public and political affairs if only they knew their power. They should assume their share of responsibility, and become intelligent also on political questions. There is now ample opportunity for the right education in the high schools and colleges of to-day, where special attention is now paid to the science of government.

In sentiment men are surpassed by women. A woman can fall madly in love, but she has an undisputed store of sentiment ready for a fit claimant—sometimes for an unfit.

She too often sympathizes with the hardened criminal, but this is the result of a defective education. Her intense sympathy is a dangerous gift, and needs the safeguard of a sound and broad education. If she receive this she will better understand current political questions. She will not take up a party cry because others do, nor will she declare for absolute free trade because the custom-house gave her so much trouble.

She will be specially fitted to deal with sociological questions. Some of these are crises at the present time, and need for their solution all the best logic and highest sympathy combined.

Such education will make women wisely and earnestly patriotic. As mothers and teachers they will train up a race of patriots and so impress them with the enormous cost at which our free institutions were secured that no son or daughter may ask what is the good of it all.

All this is true without the ballot. But suppose it comes. Suppose it is won by those who are seeking it and is thrust upon those who do not desire it. Let not our women be caught ignorant and unprepared for the responsibility thrust upon them. The possibility that the ballot will be granted to women is not remote. In restricted areas it is already theirs. Wilder political innovations have already been tried and it behooves every wise woman to set her house in order in view of the possibility of such a responsibility. That very possibility is in itself a further argument for the thorough political education of young women.

Answers to Queries.

I am a graduate of the San Francisco Normal School. Will you kindly tell me how to secure a country school?

There are three ways to secure a country school. The surest way is to select the county you desire to teach in. Then make a personal visit to the superintendent, get a list of vacancies and names of trustees, and make personal application, taking with you one strong letter of recommendation. This method is, of course, expensive, as traveling expenses, board bills, etc., must be paid. It is usually effective, however. The next way is to write to superintendents to send you a list of trustees, with the probable vacancies marked. Then write to the trustees inclosing letters of recommendation. If you can play the piano or organ it is always well to mention it, as so many communities want a teacher who can take part in the district entertainments. The other way is to apply to a teachers' agency. There are several good agencies on this coast, conducted by honorable and reliable parties. The teachers' agency is one of the institutions that has come to stay.

What is ex-State Superintendent Anderson's address?

Fresno, Cal. Like Cincinnatus, he has returned to his ranch.

How many lady superintendents are there in California? How many in Oregon?

There are twelve in California and eight in Oregon.

Give some facts about the life of G. Stanley Hall.

President G. Stanley Hall, Ph.D., LL.D., was born in Ashfield, Mass., in 1846; educated at Williston Seminary; graduated from Williams (class of '67); took the degree of A.M. in 1870; took degree of Ph.D. at Harvard in 1878; was given the degree of LL.D. by the University of Michigan in 1888, and by Williams College in 1889. He has spent more years in university study in preparation for educational specializing than any other prominent American educator. He went to Antioch College, Ohio, and taught five years in the atmosphere created by Horace Mann; was a lecturer on pedagogy at Harvard and Williams in 1880 and 1881; professor of psychology at Johns Hopkins from 1881 to 1888; became president of Clark University in 1888; established the American Journal of Psychology at Johns Hopkins and the Pedagogical Seminary at Clarke. He has attained greater national and international eminence as an educational psychologist than any other American. He has read the educational literature of the world more extensively and critically than any other prominent man. He has never been a worshiper of either Hegel or Herbart. He has more thoroughly individualized his psychology than has any other American leader. He placed Clarke University on the thorough university plane for higher education by laboratory methods in biology, pedagogy, psychology, etc.

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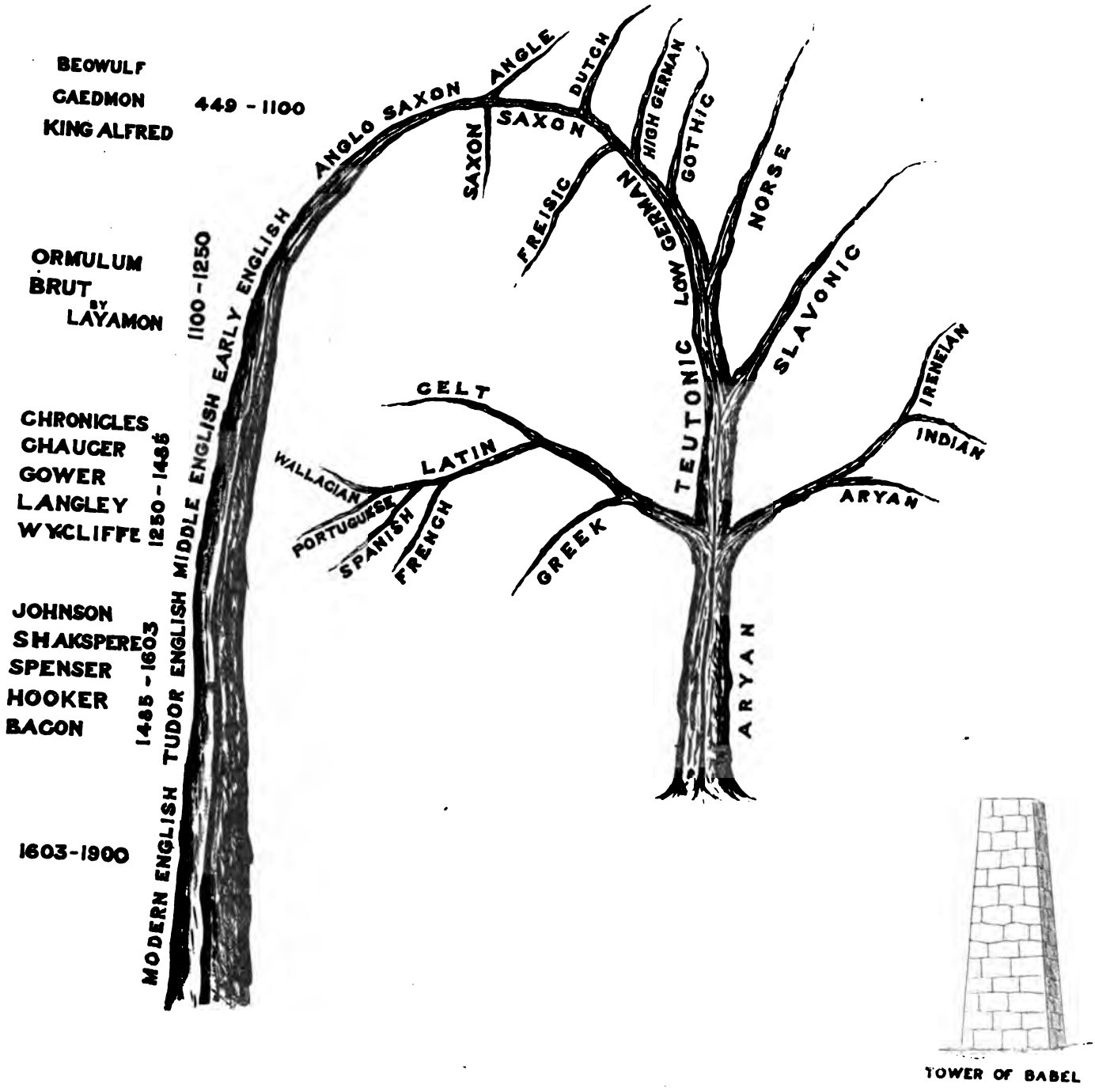

Chart of the Aryan Language and Its Branches.

DESIGNED BY HARR WAGNER.

About the time of the building of the Tower of Babel, the Aryans began their migrations westward. Their trail across Europe is the history of the development of the European languages. The English has become the chief branch of the parent stem. More people speak English than any other language now in use in the civilized world. At the beginning of the century twice as many people spoke German as English, and twice as many spoke French as English. The language of America is now spoken by 110,000,000 people; French, 51,000,000; Spanish, 45,000,000; German, 68,000,000; Russian, 60,000,000. The chart forms an excellent basis for the study of comparative philology or literature.—ED.

PUBLIC EDUCATION IN ENGLAND.

THE growth of public education in England may be measured by the figures supplied by the department of education: Number of schools, 20,000; number of pupils, 5,832,944; number of teachers, 126,546; appropriation, $32,000,000; board school pupils, 1,805,306; church school pupils, 1,849,085; Catholic school pupils, 224,126; pupils paying, 335,688; pupils free, 4,377,741. A change has begun in the course of study. Singing by ear is falling in favor; tonic sol-fa is the great favorite. Drawing is growing in favor, so is military drill; so are school savings banks; so are school libraries. Object-lessons and occupations are coming strongly into the schools.

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School-Room.

TRINITY SCHOOL.

THE following illustrations will give some idea of the completeness of the equipments of Trinity School. There is, however, a view of the school that cannot be shown by any picture. It is the actual work that is accomplished for the boys that have been placed in charge of the Rev. Dr. Spalding. Trinity School, ever since its foundation in 1876, has maintained a high grade in moral culture and scholarship. So many parents ask the question, "Where can I send my boy and be sure that he will have careful training in his moral, mental, and physical natures?" The record of Trinity School is sufficient answer. The faculty is an excellent one, the course of study thorough, and the facilities of the school complete in all departments. The location of the school at No. 3300 Washington street is unequaled. It has the breadth, the majesty, and the color of California. To live and study in the atmosphere of such a view is in itself an inspiration.

Trinity School prepares young men and boys for college or business, and provides instruction as far as the third, or junior, year in the ordinary university course. For convenience, it is divided into four departments—

Trinity School Buildings, San Francisco.

the Preparatory, Lower School, Upper School, and Graduate Departments. The Preparatory Department provides instruction of the most rudimentary description for small boys, and is in charge of a lady. It may extend over several years. The Lower School provides instruction in the elementary branches usually belonging to a grammar-school course, and extends over three years. The Upper School provides instruction in the branches belonging to a high-school course. It extends over four years, and, if its requirements are fully met, prepares its pupils for the entrance examinations of the University of California, the Leland Stanford Jr. University, or any other prominent American college, although a year of further study, or of thorough review, is advised. It embraces three courses of study in its curriculum—the Classical, the Scientific, and the Literary Courses.

Apparatus for the experimental study of natural philosophy is provided.

The Graduate Department provides instruction (1) for

Library.

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young men who desire a thorough review and preparation for the University examination; (2) for young men who desire to pursue some special line of study, without reference to the requirements of a university course. Members of this department are required to be in attendance only during the hours of recitation.

In addition to the subjects mentioned in the curriculum, instruction is provided in any of the following studies, called extras, and charged for accordingly: French (except in literary course), German, Italian, Spanish, music, drawing, bookkeeping, shorthand, and gymnastics.

In addition to the regular courses of the upper and lower schools, scholars may be taken for a special course of study, in which case they do not rank with regular classes, nor compete for honors or prizes.

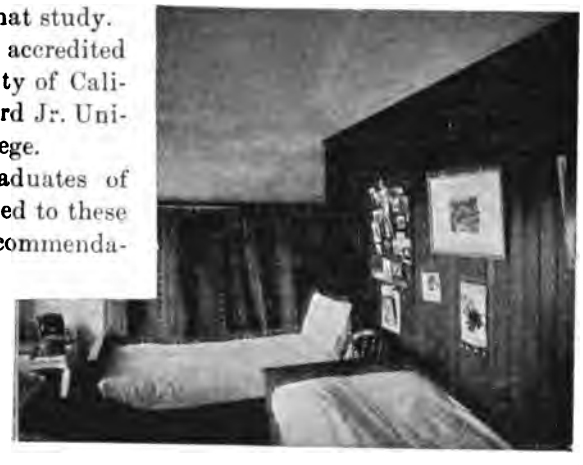
Tennis-Court.

Monthly reports are sent to parents and guardians, and also reports of the semi-annual examinations, which take place in December and May, and to which friends of the school are invited. Examinations are oral and written. Students who attain an average of 95 per cent for the whole year, in any study, receive honorary promotion in that study, and are not required to pass the May examination. Students failing to reach an average of 50 per cent in any study, at the May examination, must pass another examination, or else lose their promotion in that study.

Trinity School is an accredited school with the University of California, the Leland Stanford Jr. University, and Trinity College.

By this privilege, graduates of the school will be admitted to these institutions upon the recommendation of the Rector, without the usual entrance examinations.

Reception and Reading Room.



Boys' Room.

Recommendation as to good moral character required of students over twelve years of age who apply for admission.

Text-books and stationery can be procured at the school at current prices.

The attention of patrons is called to the great advantage gained by those scholars who begin the year with their classes, and are punctual and regular in attendance.

Hall.

The following list of graduate students who have entered college or unversity is an excellent test of the quality of the work done at Trinity School:

University of California—Wm. I. Kip, Jr., (1883), Gaillard Stoney (1883), Wm. B. Deas (1884), F. M. Greene (1884), A. Donzell Stoney (1885), Wm. P. Miller, Jr., (1886), C. H. Edwards (1888), John Bakewell, Jr., (1889), Frank S. Boggs (1889), Guy R. Kennedy (1889), Harry A. Noble (1889), Samuel F. Pond (1889), George Gibbs (1891), Percy H. O'Brien (1891), C. Dudley Dean (1892), J. C. Newlands (1893), J. Vanleer Eichbaum (1894), Ivan M. Linforth (1894), A. Douglas McBryde (1894), Percy C. Mills (1894); Medical Department—Robt. W. Murphy, Jr., (1893).
Leland Stanford Jr. University—Chas. S. Burnell (1890), Percy L. King (1891), J. W. Thompson (1891), W. A. Greenwood (1893).
Cooper Medical College—Herman J. Schlageter (1893).
Yale—H. H. Haight (1883), C. E. Pond (1883), R. L. Coleman (1886), W. B. Collier, Jr., (1886), F. F. Follis (1888), N. N. Wilson (1888), J. H. Follis (1889), E. E. Brownell (1891), R. H. Follis, Jr., (1892).
Harvard—Geo. D. Greenwood (1886).
Columbia—E. A. Sisson (1886), C. H. Sisson (1888).
University of the South—John H. Platt (1882).
Trinity College—Paul H. Birdsall (1882).
Cambridge (England)—Alfred P. Theobald (1880).
U. S. Naval Academy (Annapolis)—G. H. Mendell, Jr., (1889).

For terms and catalogue, address Rev. Dr. E. B. Spalding, Rector, 3300 Washington St., San Francisco.

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Department of Supervision.

THE State Board of Education met on June 10th, in the office of the State Superintendent of Public Instruction, at Sacramento. Childs, Pierce, Pennel, and Black were present. It was generally understood that the official journal would be designated at this meeting. As a result, P. M. Fisher was present, smiling and confident; also, Professor A. B. Coffey, as a mild stimulant to Fisher's journal. Mrs. Nettie Craven, of San Francisco, was there, with bloomer sleeves and a thoroughly up-to-date hat, and a look upon her face that suggested the information that if Governor Budd were present, the pale-blue California State Educational Journal, which she represented, would be chosen. J. H. Cosgrove, the talented editor of The Wave, appeared as associate editor of the California State Educational Journal, and as chaperon of Mrs. Craven. Frank Dunn, the editor of The Western Educational Review, was there, triumphant and positive that the State Board of Education could and would not overlook the fact that he had an article from a State University professor, also one from a Stanford professor, in his journal. Harr Wagner sat in a corner holding a copy of THE WESTERN JOURNAL OF EDUCATION.

It was suggested that each one of the candidates be allowed twenty minutes to address the Board. The suggestion met approval, followed by general lassitude on the part of the members.

Mrs. Craven spoke first. She explained the merits of her journal, and promised to have not only the best California talent, but to secure educational contributors of national fame. Mr. Cosgrove supplemented her remarks by stating that the journal was only a sample of the typographical neatness and artistic effort of a proposed journal.

Harr Wagner stated that, in behalf of Madge Morris Wagner and himself, he would guarantee to expend $2500 of the State fund in securing articles and illustrations of an educational value. With the subsidy from the State, a great journal could be published; without the subsidy, an attempt would be made to give the State a wide-awake, fearless, and independent journal of education.

Frank Dunn made a speech in which he felicitated himself on being the editor of the Educational Review, and made a good impression, as also did his journal, both as to matter and letter-press.

Philip M. Fisher, with his dry smile and drooping mustache, then explained the woes and vicissitudes of school journalism. He told rather pathetically of how hard it was to publish a journal to please everybody; that each member of the Board had a different idea of what a school journal ought to be,—and in closing stated that he would greatly improve the journal the next four years.

Professor Childs suggested that the designation of the journal be postponed one year. This motion may have been made with the idea that all the journals, so newly and so numerously born, would be decently interred in the cemetery of dead school journals by that time, so that his favorite, the Pacific Coast Educational Journal, would have no competition. It is hard for a journal born in the hope of official patronage to live an entire year on the condensed milk of public favor. Superintendent Black was more reasonable. He suggested postponement until September. Professor Brown and President Kellogg wrote a letter expressing views that indicated that Fisher's Journal did not come up to the standard of University requirements, but as yet they had seen nothing that offered an improvement. It is needless to add they had not seen THE WESTERN JOURNAL OF EDUCATION, the Western Educational Review, and the California State Educational Journal.

Some one suggested an executive session. The editors retired gracefully. In a few minutes Deputy State Superintendent Seaman had recorded the fact, that the resolution to adopt a journal was laid on the table, and State Superintendent Black began reading communications to the Board, his rich Scotch brogue being more interesting than the subject matter.

Fisher will continue to draw down the State subsidy for his journal until afterwhile.

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Editor-in-chief Raymond presented his report, showing that an edition of 50,000 of the fourth reader is printed, and one of the third reader is nearly so. The manuscript of the course in grammar for the sixth year is ready for the printer, and that of the seventh and eighth years nearly so.

The State Superintendent was instructed to ascertain the number of histories sold last year and order 90 per cent of that number.

It was ordered that the manuscript of the grammar be sent to the printer as fast as ready, and that a hundred "dummies" be printed for distribution for criticism.

The Board fixed the prices of the Readers as follows:

Fourth Reader	44 cents
Third Reader	51 "
Second Reader	29 "
First Reader	16 "
Physiology	52 "
Civil Government	47 "

After appointing standing committees and granting life and educational diplomas, the Board adjourned.

Professor Daniel Kirkwood Dead.

Daniel Kirkwood, LL.D., who died at Riverside, Cal., June 11th, was born in Bradenbaugh, Md., September 21, 1814, was educated in the York County Academy, Pa., and subsequently devoted his life to educational pursuits, becoming principal of Lancaster (Pa.) High School in 1843, and of Pottsville Academy in 1848. In 1851 he was made professor of mathematics in Delaware College, and in 1854 elected president of that institution, holding these offices until 1856.

Professor Kirkwood then received the appointment of professor of mathematics in the Indiana University at Bloomington, and ten years later was called to fill a similar chair in Washington and Jefferson Colleges, Pa. In 1867 he was recalled to Indiana, and remained at the university until his death.

He received the degree of A. M. from Washington College, Pa., in 1850, and that of LL.D. from the University of Pennsylvania in 1852. Professor Kirkwood was a member of various scientific societies, and in 1851 was chosen a member of the American Philosophical Society. His contributions to scientific literature have been large, and include papers that have been published in the proceedings of societies of which he is a member, and in the Monthly Notices of the Royal Astronomical Society, The American Journal of Science, The Sidereal Messenger, and other journals. Among these have been "Analogy between the Period of Rotation of the Primary Planets" (1849), and "Theory of Jupiter's Influence in the Formation of Gaps in the Zone of Minor Planets" (1866). He also published in book form "Meteoric Astronomy" (1867), "Comets and Meteors" (1873), and "The Asteroids or Minor Planets between Mars and Jupiter" (1887).

Huxley, the scientist and author, died on June 26th, in London.

Round-Table.

What shall be done with the ex-Superintendents of Schools? Pension them? No. Give them schools! Well, it is rather melancholy to see a man whose opinion you feared, even if you did not respect, teaching a little country school. Yet dozens of men are doing it. I saw an ex-United States Senator the other day in a dingy little law-office without a case, an ex-Governor without a competence, and an ex-State Superintendent a book-agent, and it struck me that some men have a great future behind them. To have a big X affixed to a title is really a disadvantage. It gives the impression that one has been to the top of the ladder and is trying to climb down the other side gracefully. Some ex-Superintendents are very fortunate. W. W. Seamen stepped out of his luxurious office at Los Angeles into the stately Capitol at Sacramento; the handsome Frick, of Alameda, ended his term as Superintendent and began his career as principal of one of the Oakland schools the same day; Wm. M. Nuner, Jr., was elected to the lucrative office of assessor before closing his term of Superintendent; Norvel, of Merced, kept right on editing his excellent paper when his term expired; George W. Beattie entered the pedagogical department of the State University; J. N. Thompson, the veteran Superintendent, of San Benito, became the principal of his own school, and is meeting with financial success; S. A. Crookshanks, of Tulare, also started a private school, and is happier and more contented than he was as Superintendent. Dr. Howard, of Stanislaus, is in the Modesto High School; Annie Dixon and Mrs. McG. Martin have retired into the deep recesses of solitude, but they have in them the material that will bring them to the front again; A. B. Coffey, of Sutter, is associate editor of The Pacific Journal of Education; and so on. It will be seen that Ex's of the recent election are not walking down the aisles of time with their faces to the rear. Political promotion is usually unfortunate. The man who stands at the forge of merit and strikes hard blows for success wins strength and respect, at least, and bread and clothes.

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The felicity that some people have in not answering letters is little understood by me. To fail to answer a letter in business or social life is a positive discourtesy, a vulgar annoyance, an impertinence, and a person that makes a practice of it has no more manners than the man who would intentionally turn his back to one woman to speak to another. People who carelessly avoid answering letters lack refinement and sentiment, and it would not surprise one to see them make use of a beautiful flower-vase, the gift of a dear friend, for a spittoon, or a volume of Shakespeare for a footstool. I have known teachers to write forty personal letters to school trustees, and not receive a single reply. It is true the trustees are not paid to write letters. At the same time the position that they hold demands courtesy; and the district should be generous in allowing postage and stationery. The most successful business house always answers a letter, no matter how trivial the communication may have been. Professional men have a lesson to learn in this respect. It is always given as an excuse, a lack of time, and the excuse is usually a lie; it is lack of discipline, a proper appreciation of the use of time, not the lack of it.

HOITT'S SCHOOL.

An Excellent Institution, Charmingly Situated.

Dr. Hoitt may well feel proud of the reputation and standing his school has acquired. It is accredited at both the State and Stanford Universities, and ranks as one of the very best schools for boys on the Pacific Coast. It is located at Burlingame, and occupies one of the most healthy and beautiful places to be found in California. Nowhere do boys receive better care, and superior or more thorough training than at Hoitt's School. Dr. Hoitt has observed: "On entering my institution, boys at once become, as it were, members of my family and are cared for as such." The new features for next term, which opens August 6th, are systematic physical training and the introduction of wood-working. Prof. C. V. S. Boettger, of Leipsic, and late instructor at the Tamalpais Academy, will become a member of the faculty and take charge of this department, for which he is especially fitted.—*S. F. Call.*

We have known both Dr. Hoitt and his talented wife for years, and know that the school at Burlingame, under their able management, is deserving of highest praise. The course of study is thorough, the discipline excellent, and the beautiful surroundings, unequaled. We would advise our readers to send for a catalogue.

The New Webster's Dictionary.

The New Webster's Dictionary has been re-edited, and reset from cover to cover. Ten years of ardous labor has been spent by eminent specialists on this work. It will take years of revision and editing to bring any of the other dictionaries up to the standard of Webster's. It continues to be the favorite of editors, printers, and scholars in all parts of the United States. It is the most convenient of all the large dictionaries; and while others may be purchased, Webster's New International Dictionary will be the one that is used.

Major C. W. Fowler, of Kentucky, announces he is a candidate for State Superintendent. His platform is a longer school term; gradual increase until every child has the advantages of a ten months' school. Better teachers; secured (*a*) by more State Normal schools; (*b*) by a summer school for institute conductors; (*c*) in cities of the first four classes, principals shall hold State certificates, and superintendents State diplomas. Better and cheaper school books. Opposition to school supply trusts of every description.

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School News.

California.

San Jose has adopted vertical penmanship in all the schools.

The State apportionment of school money will be made about July 16th.

James A. Foshay has been elected Superintendent of Schools of Los Angeles city.

The clerks of school districts throughout the State are elected the first Saturday in July.

Franklin District, in Santa Clara, has voted a direct tax of $3500 to build a schoolhouse.

Twenty-five hundred dollars in bonds of Lugo school district, Los Angeles county, have been sold.

There was considerable excitement in Santa Rosa over the candidacy of the wife of Congressman Geary for school trustee.

Professor George W. Horton, who was for many years one of the prominent educators of Oakland, died at Chino recently.

Vallejo will have one of the finest school-buildings in the State. It will be completed in time for the opening of the next term.

Rounsville Wildman, the talented editor of the Overland Monthly, has received the degree of Master of Arts for special literary attainments.

Santa Monica, on June 15th, voted to issue school bonds in the amount of $3000, of the denomination of $500 each, bearing seven per cent interest.

The teachers' institute of Santa Barbara county will meet at Santa Maria during the last week in August. Earl Barnes will conduct it.

San Diego had a large share in the honors of the University team East, both Barnes and Koch are residents of the lemon county of the State.

A test case was made at Tulare of trying to have the Superior Court remove Trustee Wilson for neglecting his duties. The court sustained Wilson.

Franklin K. Barthel, one of the editors of the late Pacific Coast Teacher, was elected the president of the Alumni Association of the San Jose Normal School on June 25th.

Professor George Davidson, the eminent scientist, and who has had charge of the Coast and Geodetic Survey, has been retired, and Professor Rodgers has been promoted to the place.

Work was begun June 20th on the new $8000 schoolhouse in Redding. The building will be a handsome one, and will, with the present school-buildings, accommodate 800 school-children.

The Hahnemann Hospital College has purchased a fine lot, 87½ x 137 feet, at the corner of Maple and Sacramento streets, and will build a magnificent structure this year for the use of the college.

Superintendent Bailey, of San Diego, has organized the Allison, Eureka, Lakeview, and Griffin school districts. The following districts have voted bonds: Allison, San Marcos, and Nuevo.

The neatest and most appropriate high-school program of the year comes from Stockton. It shows the careful attention and artistic judgment of City Superintendent James A. Barr. Professor Charles Mills Gayley delivered an address—"The Great Defect in Californian Education."

Edward Hutchinson, who has achieved more notoriety than reputation by his frequent attacks on Los Angeles city and county school officials, has brought to the notice of the public the fact that there has been considerable cheating among some of the seniors of the State Normal School. Principal Pierce will no doubt handle the matter severely, and teach those who committed the fraud a lesson not found in the books.

There has been trouble at the State Normal School at San Jose. It has resulted as follows: Mrs. Wilson, Miss Mary P. Adams, and Geo. R. Kleeberger were granted a leave of absence for one year. The resignations of Elizabeth Buckingham and Miss Lora Scudamore were accepted. The following were elected: Prof. L. B. Wilson (at present principal of the San Jose High School), teacher of mathematics and physics; Miss Hattie Corey, teacher of drawing; Miss Matida Baker, teacher of English, and Miss Etta Kinney, teacher of biology.

County Superintendent Chipman, of San Jose, is in a quandary as to whether S. Avancinas, who was recently elected school trustee in Las Manzanitas district, is entitled to hold the office. Avancinas can neither read nor write, and in subscribing the certificate signed his name with a mark. There is some doubt as to whether Avancinas can legally hold office. Under the new election laws a man to vote must be able to read and write, and it is believed that a man who cannot qualify as a voter cannot hold office. A decision on the question will be secured.

An informal meeting of the high-school board was called on June 14th at Selma, at the request of Professor Walker, who has held the position of principal of the public school seven years, and of the high school since its institution, three years ago. He tendered his resignation to the board, and could not be induced to reconsider his action. Professor Walker goes to Tulare. His resignation is the result of an attack on the schools made by a small faction at the late election. A fight was inaugurated for a reduction of salaries. The people declared by a majority that exceeded the entire vote ever before cast here at a school election against cheapening the schools, but Professor Walker refuses to remain in the presence of any contention.

The school-teachers of Paso Robles have given us an object lesson in the higher education of children. Wild flowers are exceedingly abundant in their locality, as many as three hundred varieties being native there. The schools recently devoted a day to collecting and studying the beautiful blossoms, holding afterward a wild-flower exhibit, to which one bright little fellow contributed nearly ninety varieties. Too much cannot be said in praise of the idea. Flowers have an influence more potent than the pessimist would believe. I once knew a small newsboy who was a large terror. Every oath in the category of the street had a place in his vocabulary. Various philanthropic people had undertaken his soul's salvation, only to conclude that their peace of mind depended on letting him alone. One day at Lotta's Fountain he was disseminating news with his accustomed vigor, when he suddenly darted forward in front of a dummy and, at the risk of his neck, snatched something from the cobbles. It was a crimson rose. And when I saw him lay it caressingly and reverently against his grimy cheek, his eyes shining—well, it was a sermon without words.—*The Traveler.*

General.

Hon. W. T. Harris has sailed for Europe.

Hon. A. E. Winship has become the chaperon of 100 New England school-teachers for Denver.

There is a scarcity of women teachers in Duluth. They marry off rapidly, it is said. Even the unsuccessful in teaching are gobbled up if they are pretty.

The St. Louis Board of Education offers to take 4000 copies of School and Home at seventy-five cents, also to pay $3000 for supplementary reading and apparatus for nature study.

Last year New York gave to her schools $4,439,709, and Chicago $6,211,590. New York educated 155,221 children, and Chicago 166,895. New York spent $28 per child, and Chicago $37, in round numbers. The rate is between three and four dollars per school month per child.

The principals of the Cincinnati schools have declared by resolution that they are opposed to popularity contests. The occasion for introducing the resolution was the proposed voting at the Humane Bazaar for the most popular principal in the city. Superintendent Morgan agreed with the principals that these contests were detrimental to the best interests of the schools, and said that at the time of a former contest several teachers had to be reprimanded for neglecting their duties and spending their time soliciting votes.

In St. Paul fault has been found with Superintendent Gilbert and the Board of Education that there is not sufficient tem-

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perance instruction given. The Attorney-General says: "Where a city like St. Paul has organized a graded system of instruction, beginning with the primary department and culminating in the high school, it is for its board of education, in a fair endeavor to observe the requirements of the law, to determine to what extent, in what grades, and by what means instruction upon the subjects named shall be imparted. A 'systematic and regular instruction' in those subjects does not require daily or weekly instruction, or instruction in every grade. It is a sufficient compliance with the law when the general system of education adopted by the board embraces appropriately in its course a reasonable amount of instruction in physiology and hygiene, by aid of text-books so prepared as to emphasize and illustrate the pernicious effects of the use of stimulants and narcotics."

A petition of 1387 persons was recently presented to the Board of Education of Kansas City, asking that no Catholics be employed as teachers in the public schools there. R. L. Yeager, the president, in replying, said: "The public schools belong to all the people, and all have equal rights in them. They are supported by taxes raised from all the people, without regard to their faith, creed, or party affiliations. The public schools must be kept non-partisan and non-sectarian. The moment you cut loose from these two cardinal points that moment you have entered the wedge that will ultimately destroy the good mission of the common schools. We do not believe that it is within our province to inquire into a person's faith, creed, or party affiliations. It matters not whether they are Jew or Gentile. Is the applicant honest, competent, and of good moral character, and will he or she make a good, earnest, and loyal teacher in our schools? is the great question with us in the employment of teachers. In view of the fact that we have been advised that the report has become quite current that a large number—some say a majority—of our teachers are Catholics, we determined, in justice to all, to ascertain the facts. We have employed in our schools 349 teachers, and of this number not more thirty at the outside are of the Catholic faith—a fraction over eight per cent."

Individual Mention.

Prof. M. B. Anderson will spend July at Coronado.

Clara Shortridge Foltz, the well-known lawyer, has located in Denver.

Professor Howison, of the State University, has declined the call to Michigan.

Prof. Elmer E. Brown is in the East, and will not return until the opening of the State University.

Earl Barnes, of Stanford, is on the program of the N. E. A., which meets in Denver July 5th to 12th.

Miss Katherine M. Ball, Supervisor of Industrial Art Education, San Francisco, has gone to Alaska for the summer.

State Superintendent of Public Instruction Samuel T. Black has been spending several weeks in Southern California.

Mrs. Rose V. Winterburn, formerly of San Diego High School, has been elected to a good position in the Stockton schools.

Miss C. L. Williams, of Santa Ana, has been elected to a position in the Oakland High School. It is a well-deserved promotion.

Hon. Fred M. Campbell is the traveling representative of the American Book Company for California. He is a genuine genius in his line.

The Bulletin and the Evening Post held voting contests for the most popular teachers, and gave to the winners delightful excursions.

Prof. J. B. McChesney, the veteran Oakland High School principal, has gone East for the summer in charge of a teachers' excursion.

President Martin Kellogg was not able to be present at the recent meeting of the State Board of Education, on account of a painful injury to his hand.

Professor E. E. Barnard has resigned from the Lick Observatory and accepted a position in the Chicago University, of which Dr. Harper is president.

Will S. Monroe, of favorite memory, is still at Jena. He has been offered several good positions in this State. He will return to California in August.

Miss Anna R. Brewster, a teacher of Fall Brook, and formerly a student of Cornell and Stanford Universities, has gone to Europe to pursue her studies.

Prof. A H. Yoder, formerly principal of the San Francisco Normal School, has located in the East. He will teach during the coming year in a normal school in Wisconsin.

Prof. C. S. Young, ex-State Superintendent of Schools of Nevada, has recently become the proprietor of a big addition to Stockton, and is realizing a handsome fortune in the transaction.

Charles Warren Stoddard, poet and professor, will spend his vacation in San Francisco, among his Bohemian friends of other days. Professor Stoddard occupies the chair of English Literature in the great Catholic University at Washington.

Prof. A. B. Coffey, ex-Superintendent of Sutter county, and now associate editor of the Pacific Educational Journal, will fill engagements for institute work, '95-'96. He made an excellent record as superintendent, and has the knowledge which comes from experience and the ability to impart it.

Superintendent Molyneaux, of Pomona, one of the most earnest and progressive educators of the State, retired as a member of the Board of Education of Los Angeles county on June 30th, a position which he has filled with much ability for a number of years.

President David Starr Jordan and about thirty teachers made up an excursion party to the Yellowstone. A enjoyable time is reported. Dr. Jordan is at his best on an outing trip. He has the keen relish of a student and the exuberant vitality of youth when investigating facts not found in books.

It is said that Superintendent Search, whose position was declared illegal, on account of not having been an elector in this State, as required by the Los Angeles city charter, will accept the principalship of one of the Brooklyn schools, where he will be given ample scope to carry out his individual method of instruction.

Miss Agnes Stowell, formerly of Stanford, and more recently of Santa Ana, has been elected to an important position in the Oregon State Normal School at Weston. Miss Stowell is a woman of rare literary judgment and an excellent institute instructor. The Oregon Normal School will give her an opportunity to use the full measure of her ability.

Professors Jos. Le Conte, Wm. Carey Jones, and Irving Stringham, of the University of California, will attend the N. E. A. Convention at Denver. Owing to illness in the family of Professor Hilgard, it is probable that Professor Loughridge will be selected to attend the Convention of United States Agricultural Stations which immediately follows that of the National Educational Association.

Silver, Burdett & Company.

This well-known publishing house has grown from a very small beginning a few years ago to one of the most prominent in the United States, and is noted not only for its business enterprise, but on account of its excellent judgment in meeting the requirements of the public schools. The Normal Music Course, which has been introduced in all parts of the West by the firm's able and popular representative, Edward A. Cox, is revolutionizing the study of music. The supplementary readers, which include "The Young Folks Library," "Stories of Child Life," "The World and Its People," and "The Normal Course in Reading," are in popular demand. This firm has achieved a success that has not been equaled for many years, and has won on the merit of their publications and a broad and liberal policy in business.

E. A. Cox, who has been on this coast the past six months, started East from San Diego last week. Mr. Cox is always welcome among the school people of California, and his success is shown in the increasing demand for the Silver, Burdett & Company's publications.

Professor Caspar W. Hodgson has been basking in the sunshine of "The Land of the Afternoon," at San Diego.

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Reviews.

Books.

RUSSIAN RAMBLES. By Isabel F. Hapgood. (Houghton, Mifflin & Co., Publishers.)

This is one of the most interesting books on Russia that has been published. It is interesting, because it tells what most Americans want to know. Here are some of the titles of chapters: "Passports, Police, and Post-office in Russia," "My Experience with the Russian Censor," "Bargaining in Russia," "Experiences," "Count Tolstoi at Home," "Moscow Memoirs," "A Russian Summer Resort." These chapters give an entirely different idea of Russia from that obtained from the daily press. Miss Hapgood is certainly reliable. She has made a careful study of Russia, and her statements have always been well guarded. The book, therefore, has absolute merit. The article on the Russian censor is very new. It gives one a new view of that official, and makes Kennan's lectures seem somewhat colored. There is no prejudice, no straining after effect, no undue color in Miss Hapgood's work. The work is a sincere account of everyday life among the people of Russia, by one who had the rare judgment to use for publication the points that appealed strongly to the American reader. The book contains 355 pages, is elegantly printed, and should be in every school and public library.

FRYE'S GEOGRAPHIES. (Ginn & Co., Publishers.)

Frye has revolutionized the study of geography. His "Child and Nature" and "Brooks and Brook Basins" were a surprise to the teachers and a revelation to the pupils. "Primary Geography" is also on new lines. It uses language suitable to the pupils of the primary grades. The subject is treated topically. The text on people centers, on child-life, plants, and animals, are studied in their relations to climate and physical features. The pictures are true to nature and are works of art. It is a great book. The "Advanced Geography" is also like its predecessor, perfect in all its departments. The first copies have just reached this coast. Every Board of Education should have it on its supplementary list, and trustees should see that so valuable a book be placed at once in the school library.

THE LAW OF PSYCHIC PHENOMENA. By Thomas Jay Hudson. (A. C. McClurg & Co. Price, $1.50.) *

The demand for this book has been very large, and the sales continue to increase. It is written in a philosophic spirit, and is an honest presentation of a working hypothesis for the study of hypnotism, spiritism, and mental therapeutics. It is an attempt to bring psychology within the domain of the exact sciences. The book stands upon its principles rather than upon the felicity of expression. It is not without literary merit, however. Anyone interested in the dual capacity of the human mind will find the book very valuable.

FOUNDATION STUDIES IN LITERATURE. By Margaret S. Mooney. (Silver, Burdett & Co., Publishers.) *

Literature in the highest sense teaches that it is one of the fine arts. The author aims to implant the artistic merit of poetry, a knowledge of the relation of mythology of Greece and Rome, to the poetry of every European nation and language of modern times; the power to use this as a golden key to unlock ancient learning and wisdom. The book is instructive from cover to cover, and will be useful in every school library. It is well bound and printed, as are all of the publications of Silver, Burdett & Co.

BIRDS OF EASTERN AND NORTH AMERICA. By Frank M. Chapman. (D. Appleton & Co., Publishers. Price, $3.00.) *

This book is of value to the student. It gives a key to the species, and description of their plumages, nests, eggs, and an account of their migrations, haunts, and habits. There are introductory chapters on ornithology, how to identify birds, and how to collect and preserve

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Clark's Self Culture 1
Muller's Chips for a German Workshop, 5 vols. 10
Evolution of Dodd 1
Badlam's Chats with Young Teachers 1
Black Board Stencils (Write for Complete List)
Lind's Methods of Teaching in Country Schools 1
Lind's Normal Outlines of Common School Branches 1
School Management and Methods of Teaching 1
School Keeping. How to Do It? 1
Acts and Anecdotes of Authors 1
Mayo's Talks with Teachers 1
McLellan's Applied Psychology 1

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birds' nests and eggs. The book is well arranged and artistically printed. There are full-page plates in color, and 150 cuts in the text. It is a book of great value.

FAMILIAR FLOWERS OF FIELD AND GARDEN. By F. Schuyler Mathews. (D. Appleton & Co., Publishers. Price, $1.75.)*

This book has the flowers arranged by months. The illustrations are particularly noticeable. The wild flowers are given special treatment. The author evidently adopting the lines of the poet,

"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears,"

for he notices the insignificant flowers as well as the more beautiful. The text is well written, the arrangement good, and the book complete in all that its title indicates.

HOME GEOGRAPHY. By C. C. Long. (American Book Co.)*

One of the very best practical books for primary grade work is "Home Geography," by C. C. Long. It is full of practical things like "How Water is Changed to Vapor," "How Vapor is Changed to Water," "How to Tell Distances," "Useful Grains," "Useful Plants," "How People Live, and What They are Doing," and other chapters equally interesting. This is a book that will help the teacher and the pupils.

* For sale by The Whitaker & Ray Co.

There were twenty-seven bids submitted to the San Joaquin County Board of Educa ion for text-books.

The most unique thing in books is the "Japanese Fairy Tales," which the Whitaker & Ray Co. have placed on the market.

A. F. Gunn, of the American Book Co., reports that there are more copies of Webster's blue-covered speller sold in the Southern States than of any other book.

Joaquin Miller's book, "The Building of the City Beautiful," has gone through three editions, and it bids fair to rival the "Songs of the Sierras" in its permanent popularity.

Alexander E. Frye's "Complete Geography," published by Ginn & Co., Boston, is meeting with an unparalleled demand. It is the greatest book of the kind ever placed on the market.

Professor W. de Jung's School.

Prof. W. de Jung has opened a boys' boarding and day school at 1612 Grand street, Alameda. Prof. de Jung is an experienced educator. A graduate of Bonn University, he taught ten years in England, and more recently at Doctor Brewer's school, San Mateo. The site chosen for the school is a beautiful one, and the Professor will undoubtedly meet with much encouragement.

Why send East for the report of the Committee of Fifteen? You can get it in two days or less, by sending to The Whitaker & Ray Company, 723 Market street, San Francisco.

Ethical Readers.

The series of readers known as "Ethics of Success" has been examined by many educators and indorsed with emphasis. There are three readers—one for the higher grades, one for the middle grades, and one for the lower grades. These books are builders of character, and are suitable for supplementary readers. They should be in every school library. The State Board of Education, on June 10th, placed them on the list of books approved for school libraries.

Miss Clara March, of Yolo county, writes as follows:

OFFICE SUPT. OF SCHOOLS, YOLO CO
WOODLAND, CAL., June 21, 1895.

The Whitaker & Ray Co., San Francisco, Cal.—Gentlemen: The Yolo County Board of Education on June 22, 1895, adopted the Ethical Readers, and ordered them placed on our library list. I like them very much. Yours respectfully,

CLARA A. MARCH.

Eastern educators write as follows:

"Should be in every school in the State."—F. A. HILL, Secretary Massachusetts Board of Education.

"Ought to have a decided influence on school work of our country."—A. L. DRAPER, Superintendent of Schools, Cleveland, Ohio.

"Best I have ever seen"—A. B. BLODGETT, Superintendent of Schools, Syracuse, N.Y.

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The golden age of California begins when its gold is used for purposes like this. From such deeds must rise the new California of the coming century, no longer the California of the gold-seeker and the adventurer, but the abode of high-minded men and women, trained in the wisdom of the ages and imbued with the love of nature, the love of man, and the love of God. And bright indeed will be the future of our State if, in the usefulness of the university, every hope and prayer of the founders shall be realized. —*From David Starr Jordan's Address.*

The Hahnemann Medical College.

This institution has made an excellent record on the Pacific Coast. Many of its graduates are now holding leading positions as physicians and surgeons in different parts of the West. The college is founded on a broad and liberal basis, and its graduates are known on account of their progressiveness and the desire to be students, not only during their college days, but during life. The Hahnemann College has ample facilities and great advantages. The building is complete in all its appointments. The college dispensary is the largest in San Francisco, and has been established nearly twenty years. The first term of the four years' course will begin in October. The faculty is composed of learned and practical men. The well-known and successful physician, Dr. C. B. Currier, is dean.

How to Get This Journal for One Dollar.

FIRST OFFER.—Any teacher who will send us a subscription price for any Eastern school journal, and one dollar, will get the two journals for one year.

SECOND OFFER.—Any teacher who will send us an order for five dollars' worth of any books published (except State school books) will be sent the Journal one year free. Address,

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☞ Both the above offers good for thirty days only.

The Chico Normal School graduated forty-four teachers. The school has done remarkably clever work the past year, and the inauguration of a model country school in the training department, is one of the most practical features. Principal Pennell and wife will spend the vacation in San Francisco, with headquarters at Hotel Oliver.

Jas. C. Dumbreck, Prang's Pacific Coast agent, has returned to Chicago. He made many friends among the school people on this coast.

William A. Mowry, formerly Superintendent of Schools at Salem, is now ready to give lectures before teachers' institutes.

BLACKBOARDS It is estimated that more than half the schoolhouses of California have poor Blackboards,—miserable makeshifts, upon which neat work is impossible, and so rough that the rooms are filled with chalk-dust, ruinous to clothes and injurious to lungs! . . . Nothing is more important than Good Blackboards! Why not have them?

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FIN DE SIÈCLE EDUCATION.

Superintendent Edward Hyatt relates the following: A teacher wrote to an Eastern publishing-house for a key to a primary arithmetic. She was surprised a few weeks later with this answer: "We have no key to the book. You will find it a regular stem-winder."

* * *

E. E. Keech, for a number of years the efficient president of the Santa Ana school board, tells a good story of the notebook fad that prevailed in many of the schools, and to the neglect of training the memory. A student had graduated at the Lebanon Normal School, in Ohio. In going home he had to cross the Ohio river. On the way across he lost his satchel, containing all the notebooks he had filled with learning during the past four years. It was impossible to recover so much valuable knowledge. The graduate sat down on the opposite bank and wept. He had to go back to the school and begin all over again, in order to get his education.

* * *

"William," said the the teacher, "parse the sentence, 'Xenia has about 7500 inhabitants.'"

William had not studied the lesson, but he began boldly:

"Xenia is an active verb, first person"—

"A verb, is it?"

"Yes'm."

"Can you give me some other sentence in which it is used as a verb?"

"Yes'm. I have n't Xenia over at our house for a long time."

* * *

Customer—Have you a copy of "Fifteen Decisive Battles."

Bookseller—No, sir; we are sold out. But we can give you "Reflections of a Married Man."

To the Educational Public.

We are pleased to announce that we have disposed of our entire educational business to the Whitaker & Ray Company, who will conduct a general schoolbook and supply business. We turn over to them all orders that we may hereafter receive in this line, and would refer our past educational patrons to them. Mr. Chas. M. Wiggin, who is a member of the company and will have charge of the business here, has been in full management of our educational department for many years, so that we feel assured that your orders will be promptly and carefully filled. We earnestly recommend them to the educational public, and wish them every success. Very truly,

THE BANCROFT COMPANY,
H. H. BANCROFT, President.

Wm. Tappan, the representative of Ginn & Co., was met at the Hotel Del Coronado by his wife and child. Mr. Tappan is a graduate of an Ohio college, and one of the most scholarly men in the book business.

C. C. Adams, a member of The Whitaker & Ray Company is visiting Southern California, in the interests of the firm.

How's This!

We offer one hundred dollars reward for any case of catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & Co., Props., Toledo, O.

We, the undersigned, have known F. J. Cheney for the last 15 years, and believe him perfectly honorable in all business transactions and financially able to carry out any obligations made by their firm.

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Noah Count—Well, Hedison, any new conceit on hand? Inventor—Yes; my son 's home from school.—*Ex.*

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E. R. BRYANT, M. D., Professor of Anatomy and Associate Professor of Surgery.
C. L. TISDALE, M. D., Professor of Physiology.
C. W. BRONSON, M. D., Professor of Microscopy and Histology.
A. B. JORDAN, M. D., Professor of Chemistry and Toxicology.
F. G. CANNEY, M. D., Lecturer on Anatomy.
GUY E. MANNING, M. D., Assistant to Chair of Chemistry.
A. P. VAN DUZER, ESQ., Professor of Medical Jurisprudence.
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The Thirteenth Regular Course of Lectures will commence on the first Monday in October, 1895, and continue seven months.

The qualifications for matriculation and graduation are the same as are required by the oldest and most progressive of the Eastern colleges.
A full four years' graded course of study is required for graduation.
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We invite acquaintance with teachers and trustees by correspondence and by calls at our office. Circulars free.

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NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL XLIII.

SAN FRANCISCO, OCTOBER 1, 1895.

NUMBER 5.
ESTABLISHED 1852.

The Moon.

(From a photograph taken at the Lick Observatory.)

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Our special offer of Our Times, a monthly journal of current events,—just the thing for the schoolrooom,—and this journal one year for $1.60. Send your subscription to HARR WAGNER, 723 Market street, S. F.

Entered at the San Francisco Post Office as second-class mail matter.

James G. Kennedy. THE sudden death of James G. Kennedy was a shock to his personal friends and a loss to the State. Mr. Kennedy was a strong man, full of mental and physical vigor. As Superintendent, teacher, and principal, he was a success, and his plans for the San Francisco Normal School carried into effect would have made it known and respected throughout the State. His life work is now over, and his memory to those who loved him will be a richer legacy than the companionship of any of the living.

* * *

Round Tables. SUPERINTENDENT THOMAS J. KIRK has introduced the "Round-Table" discussions in his institute work successfully. The method pursued is about as follows: The teachers interested in a particular topic will meet around a table, or in a circle, choose a leader, and discuss the topic informally. The teachers talk more freely, and arrive at more definite conclusions, because there is no "Mr. Chairman" to address, and no necessity of standing up.

A Piece of Arrogant Impudence. THE committee to raise funds in Oakland to secure financial aid to purchase a site for the Wilmerding School sent a begging request to the teachers. The teachers, who have an educational but no financial interest in the establishment, did not respond liberally. The committee then held them up to ridicule in the press. The teachers who refused to subscribe did right. The property-owners, the men who collect their interest and their rents, and do nothing, should raise $100,000 in a week. It will enhance the value of their property. The capitalists, who sit with folded hands, enjoy the enterprise of the committee in trying to secure funds from the school-teachers. It is most unwise, uncalled for, and certainly should make the committee a fit subject for that merciless weapon—the ridicule of all just people. It is proper for the Oakland teachers to subscribe to help entertain the State Teachers' Association, or for anything that will help them personally or professionally; but that they should be badgered for a subscription that banks, real-estate owners, and business-men will reap the benefits of is impudence. As Professor Griggs would say, "It is immoral!"

* * *

Live Objects. A TEACHER in the city of Oakland believes that objects are better than pictures for teaching observation lessons. So she substituted a real live cat for the picture, and the children were delighted. They wrote stories about its fur, its legs, its claws, its tail, its eyes, and one, who was devoted to the muse, gave a poetic effusion of the cat's mews. At recess the cat ran away. The little girls cried—the whole school was in an uproar—but "the cat never came back." Blackboard stencils and reading-charts, with pictures, are considered more convenient, if not on so sound a pedagogical basis as the real, live cat.

* * *

The State Association. THE State Teachers' Association will meet in Oakland on the second, third, and fourth days of January, 1896. An effort will be put forth to make this a notable gathering of teachers. Earl Barnes, the President, and the Executive Com-

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mittee are at work on a well-balanced program. Wayne P. Smith, the new man in the San Jose State Normal, and Dr. Dresslar, of the Los Angeles Normal, will meet the teachers of the State in formal addresses. The Universities will not fill so many places as hitherto on the program. The aim is to treat more particularly of those questions that have a vital interest to the teachers and have a nearness to experience. The Oakland people will prepare to entertain the teachers handsomely.

* * *

A Fable About Competition. THERE was once upon a time a merchant who controlled the trade of a certain neighborhood. He grew sleepy and careless. He sold stale goods to his patrons, and made no effort to get either new or standard merchandise. A man came along and started a store, with new goods, on an opposite corner. He made an effort to get new and standard wares. The people patted him on the back and were glad. The merchant who had grown careless grew active. He put a new cover on his Pacific Educational Journal, read the proof carefully, wrote up the State Normal Schools, gave space to the State University, and improved his store in many ways. Verily, verily, saith the prophet, competition is the life of official school journals.

* * *

A Wrong Impression. THE Popular Educator for September has a jerky article on California. It locates the University of California in Los Angeles, and uses an out-of-date cut of the Cliff House. Children who study the picture, then visit the place, and see the magnificent new structure, will be convinced that it is more profitable to be taught from objects, rather than the pictures of objects.

* * *

SAN FRANCISCO has the finest collection of school photographs at the Atlanta Exposition. Great credit is due Superintendent Moulder, his efficient deputy, Madison Babcock, and the School Board for placing our school system so prominently before the nation.

AN ATTRACTIVE SCHOOLROOM.

BY S. ROSELLA KELLEY.

IT hung in our County Superintendent's office—a photograph of a real, live schoolroom in California. I studied it carefully, that August day,—perhaps with more interest because I had seen the original and knew it was a truthful picture.

It was the second grade of one of our city schools. A box of drawing models was on each desk, and the photographer had caught the bright, expectant look on each face as, holding a cube in both small hands, they waited for instructions from the teacher.

All around the room one could see blackboards covered with number work and stenciled illustrations of many lessons in phonics.

The books on the teacher's desk were orderly, and conspicuous among them was a late number of a school journal. Flowers were on the desk and in the windows. A little alcove in one corner contained a variety of seeds mounted on cards and labeled. Here were the winged seeds of the maple, taking our thoughts back to our native New England, cotton-seeds from Dixie land, cockle-burrs, caraway, and coriander, with many beautiful grains and grasses.

Our favorite poets smiled on us from the walls. Venetian shutters excluded the fiery heat glowing on the pavement and scorching the roses beneath the windows.

And where, all this time, was the presiding genius who made all things so fair in this ideal schoolroom?

She was in the background, helping a dear, dull, little fellow to comprehend some vexing question.

Yes, this is my ideal of what a schoolroom ought to be—clean, beautiful surroundings, busy, orderly pupils, and a loving, patient teacher.

And when I know that this teacher has lived, loved, and labored here eight years, I do not wonder that good results have followed and the influences of a cultured womanhood have stamped themselves on her environment.

If the teacher could know that her position in the school were permanent, would she not feel the pride that comes with possession and put more of the beautiful into her work and surroundings?

On the other hand, perhaps, a progressive, wide-awake teacher may make herself so valuable to a community that it cannot afford to do without her.

And yet, the teacher, unaided, cannot make the schoolroom what it should be. Out of her slender purse she cannot provide the furnishing. It takes tact and tax from the patrons and trustees to secure even the necessary improvements in our district schools.

I know a little woman who has for two years tried to "keep school" in a room with dingy walls, remnants of window curtains, a battered and ink-stained pine table, that must serve the place of a desk, and nothing pretty or attractive around her, except forty-two of the dearest and brightest children that the sun ever shone on, and often a lovely bouquet of roses, such as California alone produces.

This little woman is going to compromise, the coming year, and ask the trustees to provide the useful, such as new window-shades, shelves for her books, and walls cleaned and newly tinted; then she will furnish the ornaments—pictures, table-cover, books from her private library, etc.

I hope, in another article, to tell you how she has succeeded.

As one's capacities become enlarged, his tastes purified, and his aims exalted, he has less and less concern over the question of "the ethics of amusement." He finds that the richest pleasures are highest up. As the spirit attains more, the senses demand less.—*Philip Stafford Moxom.*

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Primary Methods.

OUTLINES FOR THE STUDY OF CHILDREN.

[The following studies, issued by the Department of Education of Leland Stanford Jr. University, afford excellent material for developing the powers of the child to think. They also afford unconscious tuition in English. A child will choose its own words to express its own ideas. The words will therefore be stronger than when the child is consciously writing an exercise called composition. An excellent drill would be for teachers to give the pupils the outlines for language and composition work. Then send the results to Earl Barnes, Leland Stanford Jr. University. The papers will have an additional value to him, because the child doing this as regular work would not be guilty of self-consciousness.—THE EDITOR.]

Punishment for Weak Time-Sense.

You will place us under obligations if you will give your class as a composition exercise this little story, with the question, and send us the papers, each marked with the age and sex of the writer. Of course, there should be no discussion before the writing:

"One day, when I was about seven years old, I went to a neighbor's to play; and my mother told me to be back by six o'clock. I was enjoying myself so much that I did not know how fast the time was passing, until I noticed it was getting dark. Then I ran home as fast as I could; but it was half-past six when I got there, and the family had been to supper. My mother scolded me for being late. Was it just or unjust, and why?"

Class Punishments.

One day the teacher left the room, and while she was gone several children in the room began to make a noise. The teacher heard the noise as she was coming back, but did not know which children were out of order, and none of the class would tell her. So she kept the whole class in after school. Was that punishment just or unjust, and why?

You will oblige us if you will give the above little story, with the question, as a composition exercise, and send us the papers, each marked, with the age and sex of the writer.

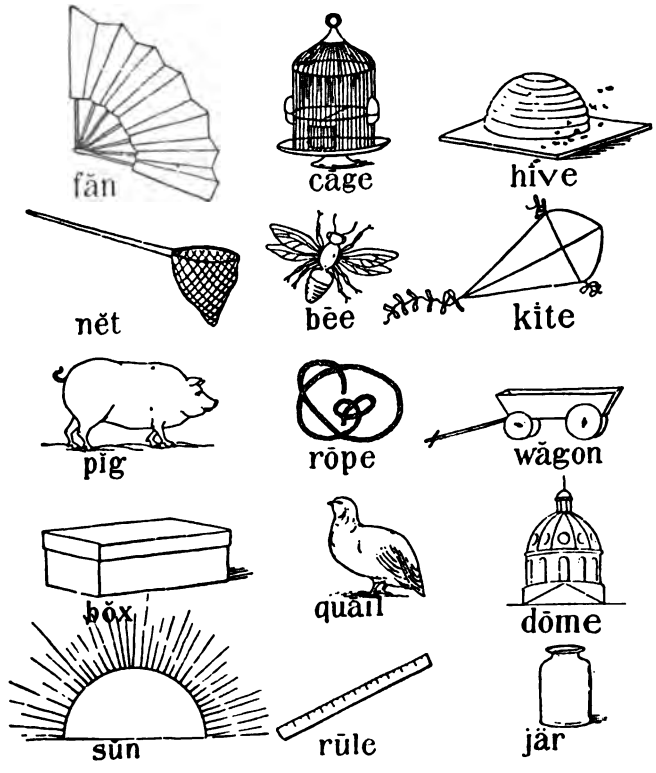
Punishments in School or at Home.

Please have your children write, as a composition exercise, the answer to this question: Have you ever had an unjust punishment? If so, what was it, and why was it unjust?

Of course, there should be no discussion before the question is given; and we shall probably get better results if the children do not know that they are writing for any particular object.

Another day, please have the class write on: Have you ever received a punishment that you considered just? If so, please describe it, and tell why you considered it just.

We should like all the papers—those that are imperfect as well as those that are complete. Each sheet should have the age and the sex of the writer indicated on it.



NOTE.—This page includes all the letters of the alphabet except *y* and *z* and the long and short sounds of the vowels. It is a device valuable in teaching the sounds of the letters.

(From "The Werner Primer." Copyrighted.)

Job Wood, Jr., has a reputation to maintain. He is credited with being the best institute superintendent in the State. In his introductory address, at the Monterey Teachers' Institute, he made some valuable suggestions touching the various phases of the duties of teachers, parents, and pupils. The Institute was devoted largely to papers and discussions from a psychological standpoint. He had an array of well-known names—State Superintendent Black, Professors Brown, Barnes, Jenkins, Griggs, and Dr. Dille and Harr Wagner—on the list of instructors. The Monterey teachers showed themselves to be thoroughly wideawake and progressive, and Mr. Wood maintained his reputation as an able presiding officer and a good organizer.

"The one prudence in life is concentration; the one evil is dissipation; and it makes no difference whether our dissipations are coarse or fine."

"Nature is upheld by antagonism. Passions, resistance, danger, are educators. We acquire the strength we have overcome."

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WHO, WHERE, WHEN, WHAT, WHY.

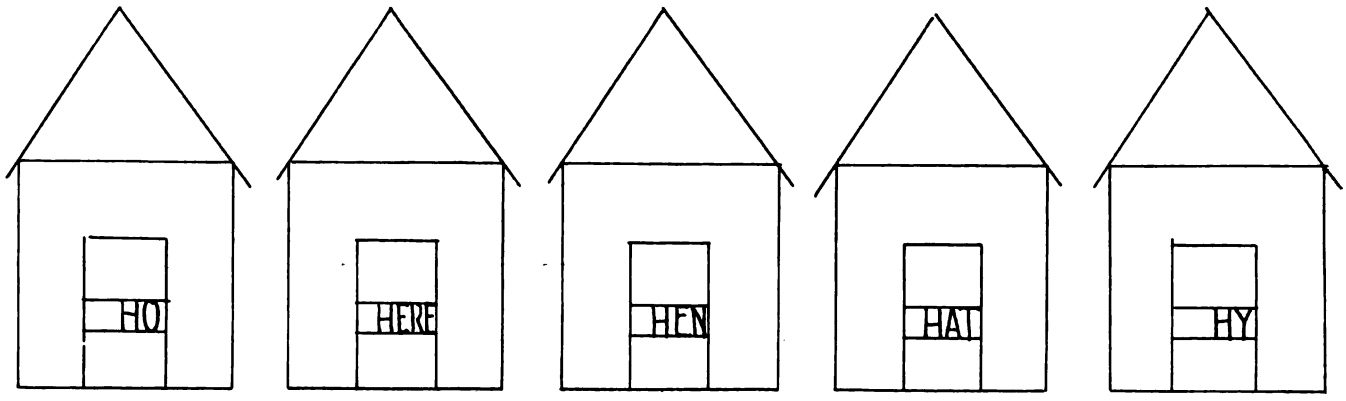
Language Lesson on the Value of Work for Third or Second Grade Pupils.

BY ELLEN M. HENSEL.

[The purpose of this lesson is to teach the children that certain words have a value in asking questions. The method of teaching this is the following story.—E. M. H.]

ONCE upon a time there lived, away across the ocean, five little boys, and the name of each little boy was Willie. When these boys lived across the ocean they did not know one another; but all their papas decided to come to our country at the same time. They happened to take the same ship; and as they were on it many days, of course the five little Willies became acquainted, and so did their papas and mammas. When the big ship reached America the five families did not want to leave one another; so they all went to New York. The five papas bought five lots, all in a row, and had their houses built exactly alike.

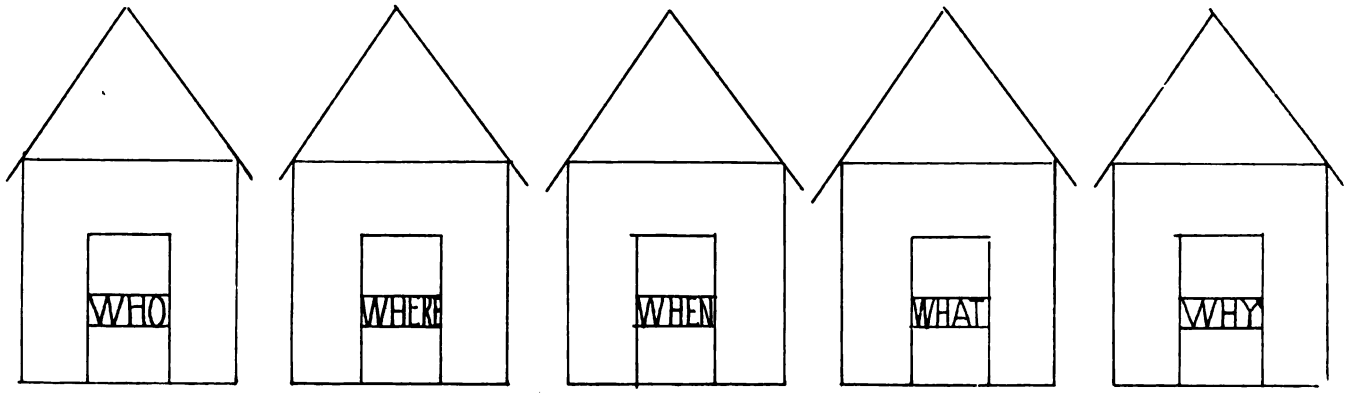
Here is a picture of the houses. You see each house



has a door-plate. What is a door-plate? [*Have children answer.*] These five gentlemen had only their last names on the door-plates. The first papa's name was Mr. H-o. What does that spell? Yes; but he thought that Hō was too common a name, so he called himself Mr. Họ. The house of Mr. H-e-r-e was next to Mr. Họ's house. What would you say his name was? It does spell Hēre, but this gentleman's wife thought that it sounded much nicer to be called Mrs. Hêre; and so this papa was known as Mr. Hêre. I won't have to ask what the next gentleman's name spells, Mr. H-e-n, but I am going to ask you what you think he called himself. No; it was not Mr. Hēn, but just plain Mr. Hĕn. He said it wasn't worth while to worry about one's name. But his neighbor, Mr. H-a-t, did worry about his name a great deal. Just think of being called Mr. Hăt! He couldn't bear that name, and insisted that every one should call him Mr. Hat. The last gentleman—Mr. H-y—thought just as Mr. Hĕn did, that a common name was good enough, and so he let people call him Mr. Hȳ.

At last the five houses were all finished; and then the five little Willies, with their mammas and papas, moved into them from the hotel. Oh, what a good time those little Willies had then! But there was one thing that troubled them, and that was that each boy's name was *Willie*. In the midst of some very nice game they would hear one of their mammas call Willie, and then all of them would have to run to see which one of them was called. This bothered them so much that they decided to take nicknames. [*Have class tell what a nickname is.*] But they couldn't think of any good nicknames at first.

One day they were playing in front of their houses, when one of the boys said he had thought of some splendid nicknames. He proposed that each one of them should take the first letter of their first name and put it before their last name, and then call it as if it were one word. The boys were anxious to see what their nicknames would be; so one of them took a piece of chalk from his pocket and wrote a *W* before the name on every door-plate, like this:



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I want some one to tell me the nicknames of these little Willies. [*Get the pupils to give the names:* Who, Where, When, What, Why.] Everybody was glad when these Willies at last found some nicknames; but their mammas did not like the chalk on the front doors, and the boys had to rub it all off again.

Now, I am going to tell you something more about these boys. They were always asking questions. But the part that is strange is that they did not ask questions about the same things. *Who* always asked questions about persons; but *Where* asked about places. *When* didn't care about persons or places; but he always wanted to know what time it was. *What* asked about things, and he was always saying: "What is this?" or, "What is that?" *Why* was a boy who thought more about things than the other Willies. He wanted to know the reason for everything. [*Be sure that the pupils understand the meaning of the word "reason."*]

Finally, these boys became so well known, on account of the questions they asked, that people began to use their names in asking questions. Didn't you ever notice that we use *Who* when we want to ask about a person? We say: "Who has been here?" or "Who are you?" But when we want to ask about a place we say *Where?* So with the rest of these names we use *When* for time questions, *What* when we ask about things, and *Why* when we want to know the reason for things.

I wonder how many of you can write sentences and ask questions using these five names? All take your slates and try, and I'll put a list of them on the board, so that you won't forget what each name asks about. [*Put the following list on the board:*]

Who—persons. *When—time.*
Where—places. *What—things.*
Why—reason for things.

[*Have the children write five sentences, using these five question words correctly, and taking care to end their sentences with question marks.*]

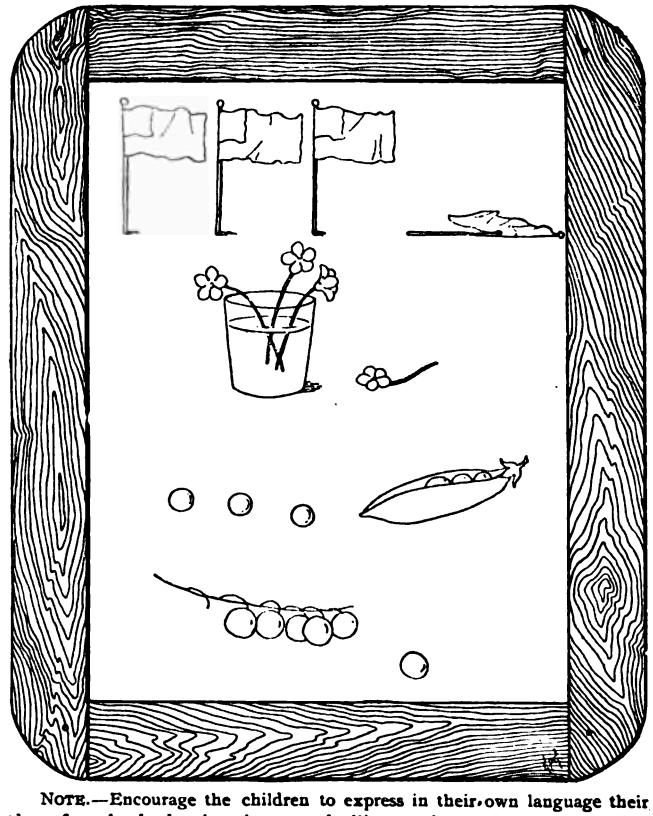
THE METRIC SYSTEM BECOMING UNIVERSAL.

THE use of the metric system of weights and measures is now practically universal in scientific investigations, and is slowly being introduced among manufacturing establishments making machinery for export to South American countries, where the system is employed. There are a number of societies in this country and England which are endeavoring to have it adopted for ordinary purposes by English-speaking people, but have not met with much success as yet.

The English society for this purpose, the New Decimal Association, has just published a report of its last meeting, which contains some interesting information. Thomas Kyle pointed out a number of inconsistencies against which the British tradesman has to contend. There is the troy ounce of 480 grains and the avoirdupois ounce of 480 grains. When an apothecary sells drugs at retail he uses the first measure, although he buys them by the second. There are also three separate dram weights, the avoirdupois, fluid, and apothecary, containing 27, 54, and 60 grains respectively, says the St. Louis Globe-Democrat.

Over 200 separate ways of selling wheat are used at the present time in Great Britain. For example, a bushel of wheat weighs sixty-two pounds in Gloucestershire, seventy pounds at Monmouth, and eighty pounds in Newtown. In Nottinghamshire a bushel of potatoes weighs eighty-four pounds, while in Cornwall it weighs 224 pounds, nearly three times as much. The standard hundredweight is 112 pounds, but a hundredweight of cheese in Cheshire is 120 pounds. A butcher buying meat at wholesale expects but eight pounds in a stone, although it usually contains fourteen pounds. The man who wants a little ale and orders half a pint receives ten fluid ounces, but the uninitiated imbiber who calls for a glass cannot complain if he gets but nine, eight, or seven ounces, although half a pint and a glass are generally regarded as synonymous.

R. A. Hadfield, one of the leading English steel manufacturers, said he saw no good grounds for attempting to defend a system under which the ore in one establishment he knew about was first weighed in Cornish tons of 2352 pounds, was then finished and weighed by long tons of 2240 pounds, and was finally sold by tons of 2000 pounds.



NOTE.—Encourage the children to express in their own language their ideas of number by drawing pictures and telling number stories; as, "Four flags were standing up; one fell down and three were left." Subtraction may also be illustrated by drawing a line through the number taken away.

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Grammar Grade and High School Methods.

THOUGHT, AND ITS EXPRESSION.

BY FRED H. HACKETT, AUTHOR OF "PURE ENGLISH," ETC.

WHAT, in man's education, can be more desirable than purity of verbal expression? Force and beauty of language are not needed on all occasions, but the attribute always demanded, in even the most commonplace thoughts, is clearness. Without it, where are the varied charms of conversation and literature? Considering language as an artificial instrument for the transmission of living thought, and remembering that words, at best, are but the weak signs of ideas, sentiments, and emotions, it remains for us to find the fittest mode for their expression.

"Every word is the sign of an idea," and "Every sentence is the expression of a thought," are familiar precepts; but it should also be remembered that in English, which is not a highly inflected language, like the Latin, words must be arranged systematically, or else they will be of little, if any, service to us in the communication of our thoughts. It is not so with a Latin sentence, which, shuffle the words as we will, admits of one and only one meaning.

While not literally "a grammarless tongue," as Richard Grant White has termed it, English is an analytic language, to whose vocabulary many nations have contributed. The words *street*, *mountain*, and *cheese* come to us from the ancient Romans. *Tea* is of Chinese origin; *tariff*, of Arabic; *dairy*, of Scandinavian; *banjo*, of African; *pool*, of Celtic; *yacht*, of Dutch; *Yankee*, of Indian; etc. The history of words abounds with curiosities. *Buzz* and *hiss*, for example, are symbolic of the sounds uttered by the bee and the serpent. The titles *Czar* and *Kaiser* are derived from Cæsar, and *July* comes from Julius. The political convention that nominated James K. Polk to be President of the United States gave birth to the word *outsider*. *Idiot* formerly meant citizen; *thief*, servant; *person*, actor; etc.

In old authors, we come across such expressions as, "a *brisk* lad," "a *tight* girl," "a *proper* man," and "a pretty *wench*." The sense, in which the adjectives *brisk*, *tight*, *proper*, and the noun *wench* are used, is likely to puzzle a modern reader, unless he has given due attention to the study of philology. "*Content* you," "*Abide* here till I return," "If it *pleasure* you," "It will *advantage* you," "He is ashamed *on* it," "I've *bidden* him to dinner," "Wait until I give you *notice*," "They *reckon* him honest," "It *jumps* with my humor," etc., in olden times, were the equivalents of "Be satisfied," "Stay here till I return," "If it please you," "It will benefit you," "He is ashamed of it," "I've invited him to dinner," "Wait until I give you permission," "They think him honest," "It agrees with my humor." These are a few of the many instances that prove our language to be in a state of evolution, gradual yet continual.

A word frequently has several distinct meanings, and the sense of many words varies in a greater or less degree, according to the way in which we use them. *Begin* and *commence* are true synonyms, and can, I think, be used interchangeably in any construction; but such words, in English, are comparatively few.

The class, however, of so-called synonyms—words with general resemblances, yet specific differences,—is correspondingly numerous. A prevalent lack of discrimination in their use is detrimental to clearness of expression. *Grow*, signifying to increase, should not be confounded with *become*. A dark sky may grow darker, but how can a clear sky grow dark? *Partially*, implying a bias or prejudice, is not synonymous with *partly*, meaning in part; and to refer to a case as having been partially heard, when we mean that the hearing has not been concluded, is accordingly an unintentional insult to the court. *Patron* is a virtual benefactor; *customer* a mere purchaser,—yet merchants sometimes think themselves very polite to refer to occasional customers as their patrons. A clear distinction exists also between *occur*, to happen, and *transpire*, to come to light. "A caucus occurred last week, but its doings have not yet transpired," is a correct expression; but to say that a sad accident has just transpired is palpably absurd. So, too, we *inaugurate* a man formally in the office to which he has been elected; but it is far better English to use *begin* or *open* in such expressions as "I shall inaugurate a conservative policy," "He will inaugurate the exhibition." *Convoke*, to call together, is very generally slighted in favor of *convene*, to come together, consequently the terms are not interchangeable. It is the privilege of the President to convoke Congress, and its duty to convene at the appointed time. *Allude* is also misused in the sense of *refer*. *Bountiful* is erroneously substituted for *plentiful*; *alacrity*, for *promptness*; *character*, for *reputation*; *raised*, for *reared*; *farther*, for *further*; *verbal*, for *oral*; etc., etc. It will thus be seen that the study of synonymy is essential to clearness and exactness of expression.

Let us now leave synonyms for the consideration of a miscellaneous class of equally prevalent errors. In the daily news journals, where a literary standard of some sort ought to be maintained for the benefit of people who do not wish to bother themselves with books, the slang of the day and nearly all varieties of grammatical and rhetorical blunders are of regular recurrence. "The curse and peril of language in our day," as Richard Grant White writes, "and particularly in this country, is that it is at the mercy of men who, instead of being content to use it well, according to their honest ignorance, use it ill, according to their affected knowledge."

Consequently, it has become the custom of writers for the press to call a *dandy* a *dude*, a grammar school *pupil* a *scholar*, etc. When a girl begins to sell goods in a store, she is a *saleslady* instead of a plain *saleswoman*; although, strange as it may seem, girls employed in household duties have not yet won the distinction of *housecladies* and *chamberladies*, but remain mere nursegirls and chambermaids. "He committed suicide" is condensed into "He *suicided*." Why not, by analogy, say "He *consumptioned*," or "He *fevered*," when consumption or fever has caused the death? We are told of the *true facts* of a celebrated case, but are not enlightened as to the *false facts*. We learn also that the Governor has received an *invite* to give the citizens his opinion of the sugar *combine*; read of boys who have *climbed down* a chimney; and of girls who were "*partly* educated in Europe." It is quite possible for a boy to climb a chimney; but, since to climb means to ascend, never to descend, how he can climb down is not so clear. And if a girl has traveled all the way to Europe and returned only partly educated, she deserves sympathy; it would have been better for her had she stayed at home. "The *kids* attend school" and "The boiler has *bursted*" are even worse, though not exaggerated, instances of the prevalent slang and the bad grammar to be seen in the metropolitan press. An untutored child will naturally say "He *drinked* it" and "She *hurted* me," but the melodious strains of Patti will fall flat upon the ear of the man who thinks the participles, in such defective sentences as "I *seen* him" and "He *done* it," as euphonious as the past tenses.

Errors often occur in the use or rather misuse of modifying adjectives and adverbs and their corresponding phrases and clauses. "I only saw John." The adverb *only* here modifies the verb *saw*, and the supposition is that the speaker or writer merely saw John, but did not speak to him or touch him. If the adverb be placed immediately before the subject *I*, it becomes an adjective. "Only I saw John," that is to say, he was not seen by anybody else. Using the adjective to modify the object, "I saw only John," it is evident that only one person was seen, and that his name was John. "They were nearly dressed alike." The adverb *nearly* in this sentence, if intended to modify *alike*, should be put just before it, thus, "They were dressed nearly alike."

The adjective phrase generally follows the noun or pronoun

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modified by it. "A man was digging a well, with a lame leg." The phrase *with a lame leg*, evidently refers to the noun *man*, and should accordingly be placed next after it, thus: "A man, with a lame leg, was digging a well." The adverbial phrase, *for his own amusement*, is ludicrously located in the following sentence: "The verses were written by a man who had long been imprisoned, for his own amusement." It is not likely that his confinement amused him; consequently the phrase should come immediately after the verb *were written* and should not modify the predicate of the subordinate clause. "We get salt from the sea, *which we use to season our meats and vegetables.*" Since we do not season our food with the sea, the italicized adjective clause is wrongly placed. Following is the best construction: "From the sea, we get salt, which we use to season our meats and vegetables."

Adverbial modifiers, less restricted as to location than adjective modifiers, will still occasionally go astray. "Though some of the European rulers may be females. *when spoken of collectively* they are properly termed kings." It will be observed that the adverbial clause here indicated is too far from the verb *are termed* and too near to the verb *may be*, thus being in an equivocal position. Predicate adjectives and adverbs often confuse us. We should say, "His voice sounds *soft*," and "She sings *sweetly*," considering in all such cases the logical relation of the adjective or the adverb to the word to be modified, in the subject or the predicate. Ambiguity is very apt to result from a careless or an ignorant use of the personal pronouns. "He likes me better than you," may mean either "He likes me better than you like me," or "He likes me better than he likes you."

The reason that the study of syntax so often proves to be tedious, in our common schools, is owing mainly to the illogical and unnatural methods followed by teachers. Virtually useless technicalities should be ignored, and the time available devoted to the illustration and practice of the essentials of speech. It will then be comparatively an easy task for students to see that a verb agrees with its subject; that a pronoun agrees with its antecedent; to tell when a noun or pronoun is in the nominative, possessive, or objective case; to comprehend the nature of infinitives and participles; to master the peculiarities of the plurals of nouns; to distinguish between the strong and weak, the transitive and intransitive verbs; to attune their ears to the various moods and tenses: to use intelligently the adjectives, adverbs, articles, conjunctions, and prepositions.

The (a weak form of *that*—so the text-books say,) is the definite article, and is used with both singular and plural nouns. It is used idiomatically in such expressions as, "It is all the better," "We had all the more trouble." Where there is a reference to distinct things, as in the sentence, "He sent for the secretary and treasurer," the article should be repeated before *treasurer*, since its omission implies that the two offices are held by one person. "The few who attended were pleased." If we omit the definite article in this expression, and say, "Few who attended were pleased," we make a radical change in the sense.

A and *an* (weak forms of *one*), the so-called indefinite articles, are supposed to be used only with singular nouns, still we may properly say, "a few houses," "a hundred men," "a thousand dollars," etc. When several nouns follow the indefinite article, care is requisite to see that it be in accord with each of them. We must not write of "a dog, cat, owl, and swallow," the correct construction of which is "a dog, cat, an owl, and a swallow." Euphony determines our choice in the use of *a* and *an*, the rule being to prefer *an* before *h* sounded, when the accent does not fall upon the first syllable; as, "an heroic general," "an historical address." Before "hotel," many writers prefer *a*.

"They were all of a mind" means of *one* mind, and the use of *a* in this construction, is clearly idiomatic. "There was an openness and a degree of fair play about the contest." The *a* and *an* seem, in this sentence, to bear an unusual significance and are classed by Professor Earle, the philologist, not as indefinite articles, but as demonstrative pronouns.

A skillful use of connectives is characteristic of our greatest writers. Nothing contributes more to force and unity of style. Close attention must be given to the conjunctions, prepositions, and relatives, if we wish to acquire the habit of using them with ease and accuracy.

The copulative *and*, the disjunctive *or*, the adversative *but*, and the correlatives, not to mention the diminutives, *as*, *so*, *if*, *to*, *in*, *for*, *till*, etc., often go astray in a sentence, and mar both its sense and its symmetry of structure. Illustrations need not here be cited, since they are as plentiful in literature as the leaves upon the trees. Many conjunctions are used as adverbs and many prepositions are required to do duty as conjunctions. From such expressions as, "We saw that he was pleased," "I am sure that it is true," etc., the connective *that* is often advantageously omitted. Neither would Shakespeare, were he now alive, use it in "When that the poor have cried."

While there are not in the English language a hundred prepositions, still they are of daily recurrence, and their best use demands rare discrimination. At times, the sense of a sentence restricts us to the use of a particular preposition, but in other instances we are permitted a choice. It is well to remember that a noun or pronoun depending upon a preposition is in the objective case; that *of* generally denotes possession; *in*, place; *by*, nearness or manner; *from*, change or removal; etc. But, after all, these serviceable particles cannot be defined with any degree of exactness, and their subtle significance can be learned only by observation and practice. A prose sentence should seldom end with a preposition, though in poetry it frequently follows the noun or pronoun it governs, and admits of such expressions as "the fields among," "look the wide world over," etc. Prepositions, besides indicating the relation of nouns and pronouns to other words, in sentences, serve to introduce innumerable phrases and clauses.

When a student has acquired a reputable vocabulary, looked into the history and significance of words, and sufficiently familiarized himself with etymology and syntax, he will find that his linguistic studies have taken him into a sphere of thought far wider than any he has yet explored. Since language is not an exact science, like mathematics, he must now cultivate self-reliance and perfect his own style of expression. His teachers may aid him, now and then, with valuable advice and criticism, but his ultimate success will depend principally upon himself.

Style is characteristic of nations and individuals; it relates to thought, and suggests something more than the mere manner of its expression. "It should be as natural as dress," says Professor Nichol, "and fit the time, the place, and the person, as a glove fits the hand." Dean Swift defines style to be "proper words in proper places," and Count Buffon says, "The style is the man." Its essential attributes are clearness, force, and beauty. Clearness appeals especially to the intellect, force to the emotions, and beauty to the taste.

The proper position of modifying words, phrases, and clauses, and precision in the use of so-called synonyms, are, as we have seen, the vital necessities of clearness. A clear writer will say what he means, and will mean exactly what he says.

Force, a broader term, lies mostly in suggestiveness, variety of construction, and the judicious distribution of emphasis. The forcible writer will hold the reader's attention, yet be concise in his style and specific in his statements.

Beauty, its sounds and sentiments ever in accord, is concerned with the music, the graces and the ornamentation of language. It aims to please the ear, to tickle the fancy, and to stimulate the imagination. It has a wider scope in poetry than in prose.

Clearness of thought implies clearness of expression, and enthusiasm will intensify its force; but the sweet music lurking in apt words and pertinent phrases is evoked only by him whose style possesses the mystic charm of beauty.

The life of a language is in its idioms. A word or phrase bears a special significance contrary to its literal sense; or a sentence peculiarly constructed defies grammatical analysis, yet conforms to the genius of the language. Words and expressions of this class, universally understood and approved by standard authors, are idiomatic. Every tongue has its own idiomatic peculiarities, easily comprehended by natives, but very difficult to foreign students and translators. The Italians call a house with a large door, *un palazzo*, a palace; the French

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say *un cheval noir*, a horse black, instead of a black horse. In German, *Ich bin es*, is equivalent in English to *It is I*, which in French is, *C'est moi*, it is me. "*Comment vous portez-vous, Messieurs Les Horreurs,—comment vous portez-vous?*" (How do you do, Horrors,—how do you do?), a French translation of Satan's exclamation, "Hail! horrors, hail!" in Paradise Lost, to an American or an Englishman, seems very ludicrous. It is equaled only by that of the famous foreigner who, while struggling for his life in the water, cried out: "I *will* drown, and nobody *shall* help me."

It, in English, may be either the subject or predicate; as, "It rains," "This is it." *There* is always in the predicate; as, "There is trouble." We change nouns to adjectives, and say either "a watch of gold" or "a gold watch." Nouns are also used freely as verbs; as, "to head an army," "to hand a plate," "to eye a foe," "to book a passenger," etc. Is not the idiomatic expression, "She set her cap for him" far better than its slang equivalent "She tried to mash him"? We may tolerate the occasional use of slang colloquially—for at times it is piquant and pertinent,—but generally it is low and vulgar, and seldom if ever rises to the dignity of an idiom. It is to be regretted that the expressive idioms in such constructions as "It winds," "Did you bell?" are no longer in current use, having given way to "It blows" and "Did you ring?" sentences more formal, but less definite.

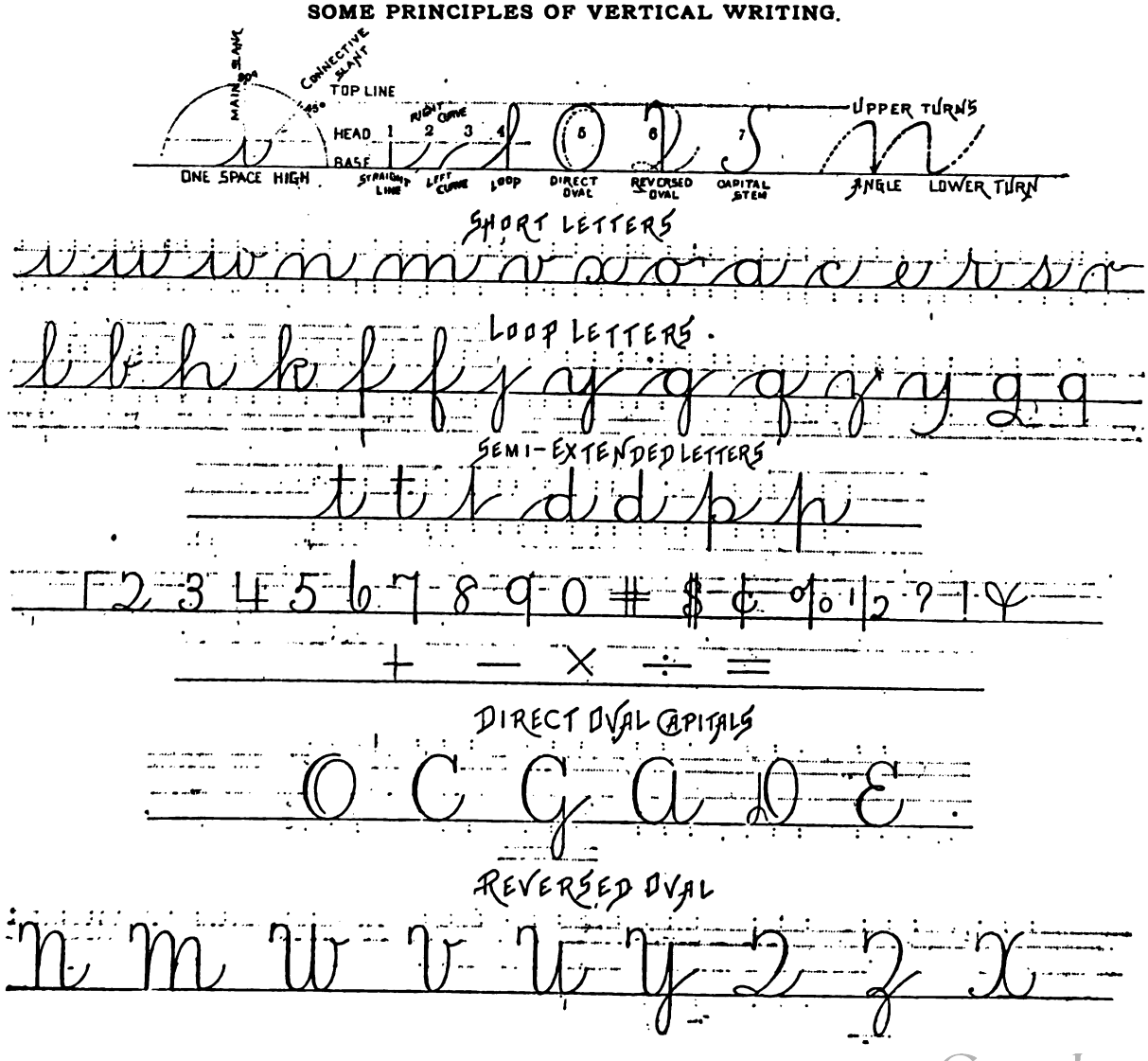
We still possess a long list of idiomatic words and phrases, whose sweetness and variety are illustrated in the following expressions: "I cannot stomach the insult," "You will catch cold," "He is beside himself with anger," "Don't put on a long face," "He is out of his head," "She has a sweet tooth," "You write a good hand," "He is at home in mathematics," "I act on my own hook," "Put a spoke in his wheel," "You are always in hot water," "Face the music," "I've a fit of the blues," "You are under a cloud," "I shall turn over a new leaf," "We will not split hairs about it," "You must turn the tables on him," "He has cut his eye teeth," "I tried to scrape an acquaintance with her," "You cannot curry favor with me," "He has gone to his long home," etc., etc.

A word in reputable use to-day may be obsolete to-morrow, and slang of the past may be classed with idioms of the present. The establishment in living languages of a fixed standard of verbal accuracy is, consequently, impossible. Still, a systematic study of the history, grammar, and literature of our native tongue, now spoken by upward of 100,000,000 of the earth's inhabitants, is essential to purity of expression, and in this enlightened age there can be no valid excuse for ignorance.

Idiomatic English should be studied in our schools, together with grammar and composition. The use of *it*, *there*, *this*, *that*, *these*, *those*, *may*, *can*, *shall*, *will*, *must*, *ought*, *should*, *would*, etc., should be illustrated and explained. Let students write more and recite less. Thus, under the guidance of skillful teachers, they will soon learn to see to the syntax of their sentences, to look critically to the position of modifiers, to use their connectives and synonyms with discriminating taste, and to master all the essentials of pure, idiomatic English expression.

The schools can do no more; self-culture must do the rest. The witching charm of style, resulting from a harmonious union of beauty, vividness, and originality, is to many of us impossible of attainment; but in time it will come to the fortunate few endowed by nature with a sensitive ear, a quick imagination, and a sincere love for literature.

SOME PRINCIPLES OF VERTICAL WRITING.



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Memory Gems from California Authors.

So do I think, though weak we be and small,
Yet there is One whose care is none the less;
Who finds, perchance, some grain of worth in all,
Or loves us for our very humbleness.

—*Ina D. Coolbrith.*

And oh! when others take our place,
And earth's green curtain hides our face,
Ere on the stage, so silent now,
The last new hero makes his bow;
So may our deeds, recalled once more
In memory's sweet but brief encore,
Down all the circling ages run
With the world's plaudits of "Well done."

—*Bret Harte.*

Man's books are but man's alphabet.
Beyond and on his lessons lie—
The lessons of the violet,
The large gold letters of the sky;
The love of beauty, blossomed soil,
The large content, the tranquil toil;
The toil that Nature ever taught,
The patient toil, the constant stir,
The toil of seas where shores are wrought;
The toil of Christ the carpenter;
The toil of God incessantly,
By palm-set lands or frozen seas.

—*Joaquin Miller.*

I stood where mountain thunderbolts were wrought,
To smite thy Titan-fashioned front;
I heard huge mountains rush and roll;
I saw the lightning's gleaming rod
Reach forth and write on heaven's scroll
The awful autograph of God.

—*Joaquin Miller.*

He who helps to make the world more beautiful
Helps God to make it good.

—*Madge Morris Wagner.*

In men whom men condemn as ill,
I find so much of goodness still;
In men whom men pronounce divine,
I find so much of sin and blot,
I hesitate to draw the line
Between the two when God has not.

—*Joaquin Miller.*

Our faults no tenderness should ask—
The chastening stripes must cleanse them all;
But for our blindness—oh! in shame,
Before the eyes of heaven we fall—
Earth bears no balsam for mistakes.

—*E. R. Sill.*

The world 's not all wisdom, nor poems, nor flowers,
But each day has the same good twenty-four hours—
The same light, the same night, for you Jacobs in tears;
They see the Rachels at the end of the years;
There is waving of wheat, and the tall, strong corn,
And his heart's blood is water that sitteth forlorn.

—*John Vance Cheney.*

A rough road to the stars! Some day
How short will seem the traveled way;
How loud will swell the victor's song—
Press on, O heart! Be brave, be strong!

—*Clarence Urmy.*

Lay not up treasures for yourselves
On earth, and stint and starve the soul,
By heaping granaries and shelves
And high stone houses,—for the whole
Of wealth is this: to grow, and grow, and grow
In faith; to know and ever seek to know.

—*Joaquin Miller.*

For surer than the sun
That melts the clouds, and makes the bud to swell,
Is God, all-loving one,
Who knows my needs and doeth all things well.

—*Charles A. Murdock.*

He never sees his arrow's flight
Who 's always looking at his feet.

—*Madge Morris Wagner.*

There is nothing lost that 's lost, and naught
That once has lived has lived amiss.
Nay, smile not ye, nor count that false
Which failed in promises it gave;
For gold is gold though it go down
A thousand fathoms in the wave;
And brighter hued the blossom is,
That blooms upon a grave.

—*Madge Morris Wagner.*

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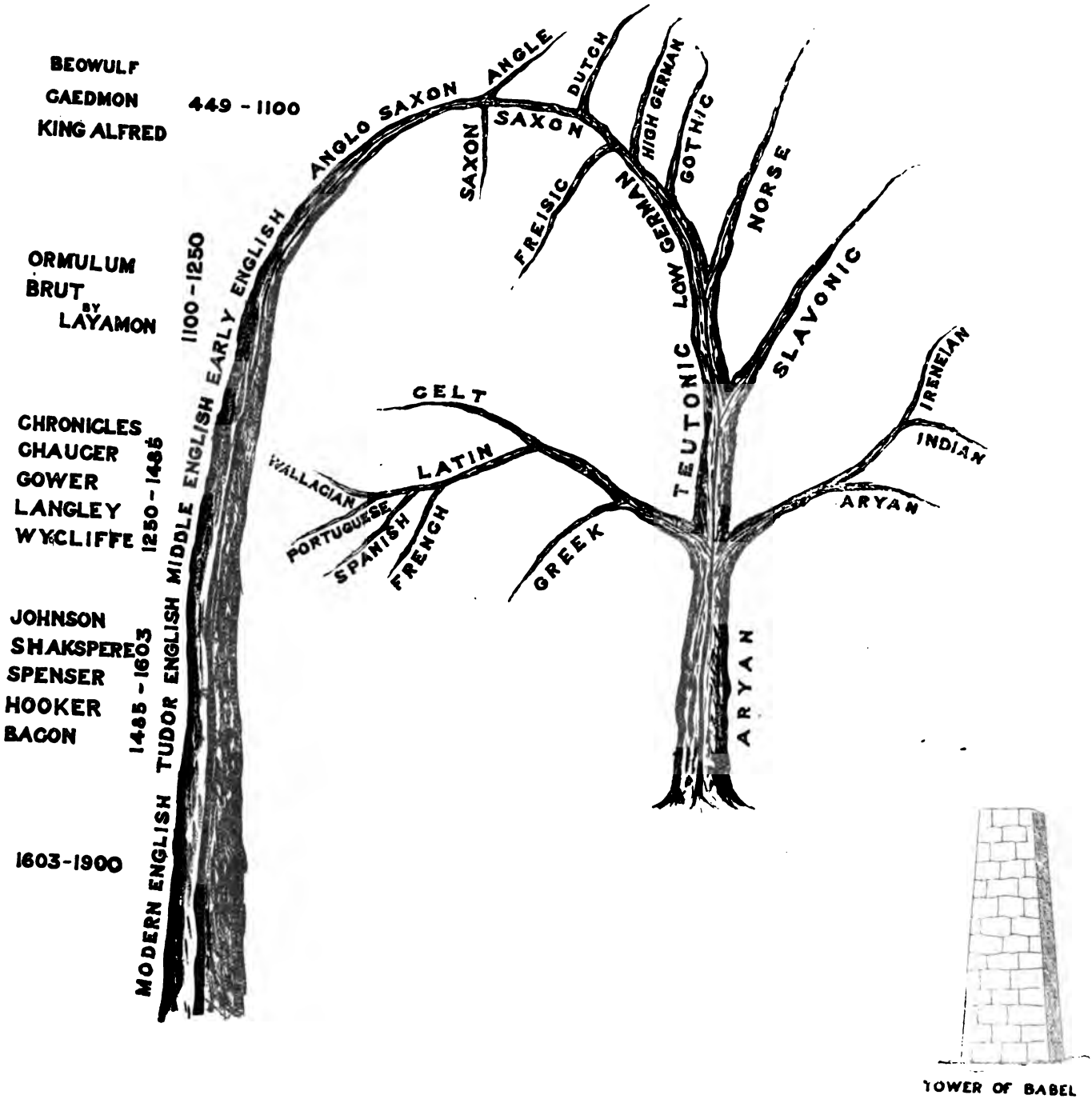
PRACTICAL CORRELATION.

An Outline for a Series of Lessons on Drawing, Geography, History, and English, for Eight-Grade and Ninth-Grade Pupils.

To THE TEACHER: Explain to the students by using a globe how the Aryans began their migration 200 B. C. from Persia westward; how certain branches went from the Black Sea south into Greece and Italy, established Greek and Roman civilization, and that we have from this branch the modern languages—Italian. French, Spanish, Wallachian, and Portuguese; how another tribe went north and established the Slavonic; how the main branch crossed the mountains and became the founders of the Teutonic races, which, in turn, became the Anglo-Saxon Have them draw an imaginary diagram of the wandering Aryans, using the tree of language as a guide. Then have the pupils fill in the names of the countries, the language used, the government, the present rulers, three or four of the masterpieces of literature in each language, and such strong points in geography, history, or literature as you think will appeal most strongly to them. You are sure to get your pupils interested in so graphic a history of the race.



A Design for the Study of Language.

(Designed by Harr Wagner. Reprinted by request.)

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Reviews.

Late Publications.

MODERN GERMAN LITERATURE. By Benjamin W. Wells, Ph. D. (Roberts Bros., Publishers, Boston. $1.50.)*

The contents of this book are sufficiently varied to suit any student of German literature. There is a chapter on Origins, and others on Lessing, the Reformer, The Young Goethe, Goethe's Manhood, Goethe's Faust, Schiller, Richter, Heinrich Heine, and Imaginative Literature since 1850. The author has a clear and definite style, and has given a most instructive picture of recent German literature.

FROM JERUSALEM TO NICÆA: THE CHURCH IN THE FIRST THREE CENTURIES. By Phillip Stafford Moxom. (Roberts Bros., Publishers. $1.50.)

This book is a reprint of the lectures delivered by the author under the auspices of the Lowell Institute. They are learned, and have the most important knowledge of the sacred secular history of three centuries epitomized into a single volume. The book is particularly valuable on account of its accuracy—the result of great research on the part of its eminent author, Dr. Moxom.

TOPICAL OUTLINES OF HISTORY OF THE UNITED STATES; Especially Adapted to the California State Series. By Elizabeth T. Mills, Martinez. (25 cents.)

The arrangement of this book is excellent. The author has shown very careful work and a keen insight into the subject. The plan is to link the events together in order, thus strengthening the memory, and giving it power to retain and hold matters of importance. Every other page is blank, for language. Teachers will find this book helpful.

THE WERNER PRIMER. By F. Lillian Taylor. (The Werner Co., Publishers. 30 cents.)

"The Werner Primer" is not only new, but it is, in arrangement, illustration, and subject matter the superior of anything of the kind ever issued. The suggestions to the teachers are plain and practical, and on the most approved methods. The book is handsomely illustrated in colors, in from six to ten distinct impressions. This volume marks a new era in book-making. It is a book of essentially new methods, putting into practice the kindergarten methods in the primary school.

RECORDS OF VISITS. By County Superintendent W. H. Hilyard. (C. M. Parker, Publisher, Taylorsville, Ill. $2.50.)

This record by W. H. Hilyard, the well-known and popular Superintendent of Monroe county, Ill., meets a demand in a very satisfactory manner. In this State the cumbersome book provided by the authorities is so "official" that Superintendents rarely make use of it. Mr. Hilyard's book is a small, compact volume, easily carried in the coat-pocket.

THE SCHOOLMASTER IN COMEDY AND SATIRE. (American Book Co., Publishers. $1.50.)

This is a companion book to that excellent publication, "The Schoolmaster in Literature." The contents begin at Rabelais and end with Bardeen; so the field is well covered. The selections are made with great care. The book is well adapted to reading-circles, round-tables, etc. No teacher's library is complete without this volume of recreation and instruction.

THE CHILD-STUDY MONTHLY. William Krohn, Editor. (The Werner Co., Publishers. $1.00 per year.)

The September number of this excellent monthly contains "Child-Study with the Co-operation of Parents," by Dr. C. C. Van Liew, and "Child-Study for Feeble-Minded Children," by the editor, besides several other articles, editorials, comments, etc.

The American Book Company has just issued Nos. 1, 2 and 3, German Texts, edited by A. W. Spanhoofel. No. 1 contains Bürger's "Lenore"; No. 2, Gervinas, Goethe and Schiller; No. 3, Cholevius Klopstock's Bedeutung Für Sein Zeitalter. Price, 10 cents each.

The Supreme Court declared in a decision rendered recently that the Boards of Education have not the power to disregard their own rules and regulations. Augustine Keller was an applicant for a teacher's certificate in Sutter county, and after having passed the examinations and attained the necessary percentage of proficiency, he was refused a certificate. He then brought suit, but was defeated in the Superior Court, that court holding that the law vests in the Board of Education power and discretion to determine in any instance whether a certificate shall issue to an applicant irrespective of the question of fitness. The Supreme Court takes a different view of the matter. "It was never intended," says the court, "to vest in the Board of Education any such absolute power. The law gives the board large discretionary powers, but there are limits beyond which their discretion does not go. They have power to prescribe and enforce rules for the examination of teachers, but having established such rules, and having determined that they have been complied with by the applicant, it was not intended that the board could, nevertheless, have the arbitrary power to say that in such a case a certificate shall not issue."

Teachers' Institutes for October.

Institutes will be held in the following counties, on the dates given: Contra Costa, Oct. 2-4; San Luis Obispo, Oct. 1-4; Santa Cruz, Oct. 7-11; Kings, Oct. 9-11; Shasta, Oct. 7-11; San Benito, Oct. 7-9; Fresno, Oct. 14-18; Mendocino, Oct. 15-17; Amador, Oct. 15-18; Merced, Oct. 22-24; Modoc, Oct. 22-24; Yolo, Oct. 29-31; Placer, Nov. 4-7.

School News.

Western.

Elko County, Nevada, has a new high school.

The San Jose Normal recorded over 200 new pupils this year.

An Eastern teacher has opened an Indian school at McDermitt, Nev.

The Winnemucca school has classes in chemistry and Latin, in charge of Professor Winfrey.

The tax rate for schools has been increased in many counties of this State over previous years.

There were two sets of teachers elected in the Hilyard schools, Washington. A lawsuit is the result.

The Los Angeles Express recently contained an excellent article, three columns and illustrated, on the State Normal School.

The University of Utah, like all the institutions of learning in the West, has opened with the brightest prospects in its history.

The August meeting of the Clackamas County (Or.) Teachers' Association was held on top of Mt. Hood. It is said they had a high time.

All but seven of the forty-four graduates of '95 of the Chico State Normal School are teaching. The school is in an excellent condition.

Fresno's magnificent high-school building will soon be completed. Superintendent Heaton reports the Fresno schools in excellent condition.

Superintendent A. P. Sanborn has just closed a successful institute. The attendance was good, the instructors interesting, and the sessions profitable.

W. Webber, of Mill City, Nev., is conducting a series of lessons by correspondence. He is doing some excellent work in nature study in his schools.

The opening of the Santa Rosa high-school building was held recently. "Old Glory" waved above it, and the citizens showed a justifiable pride in the new structure.

Superintendent Furlong, of Marin, is making a special effort along the line of practical patriotism in the public schools of his county, and the Sausalito News commends the effort in an editorial.

There is war in Washington over the inaccuracies in Rand, McNally & Co.'s geographies. When there are so many good books published, it is a crime to inflict inaccurate books upon teachers and pupils.

Mrs. L. M. Caldwell recently read a paper before the teacher's institute of Victoria, B. C., in which she criticised

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severely the lack of ideas in children's compositions, and blamed the methods, not the children.

It has been the custom for the teachers of the public schools of Woodland to hold monthly meetings, the purpose of which is to exchange ideas intended to promote the interests of the schools. At the next meeting, on October 12th, language will be discussed.

A Colusa county schoolmarm sent a boy for a switch; he brought it, she used it; and now, because the stick was a peeled poison-oak stick, and she was laid up in bed for a week or more, she would like to lick that boy a second time.—*Downieville Messenger.*

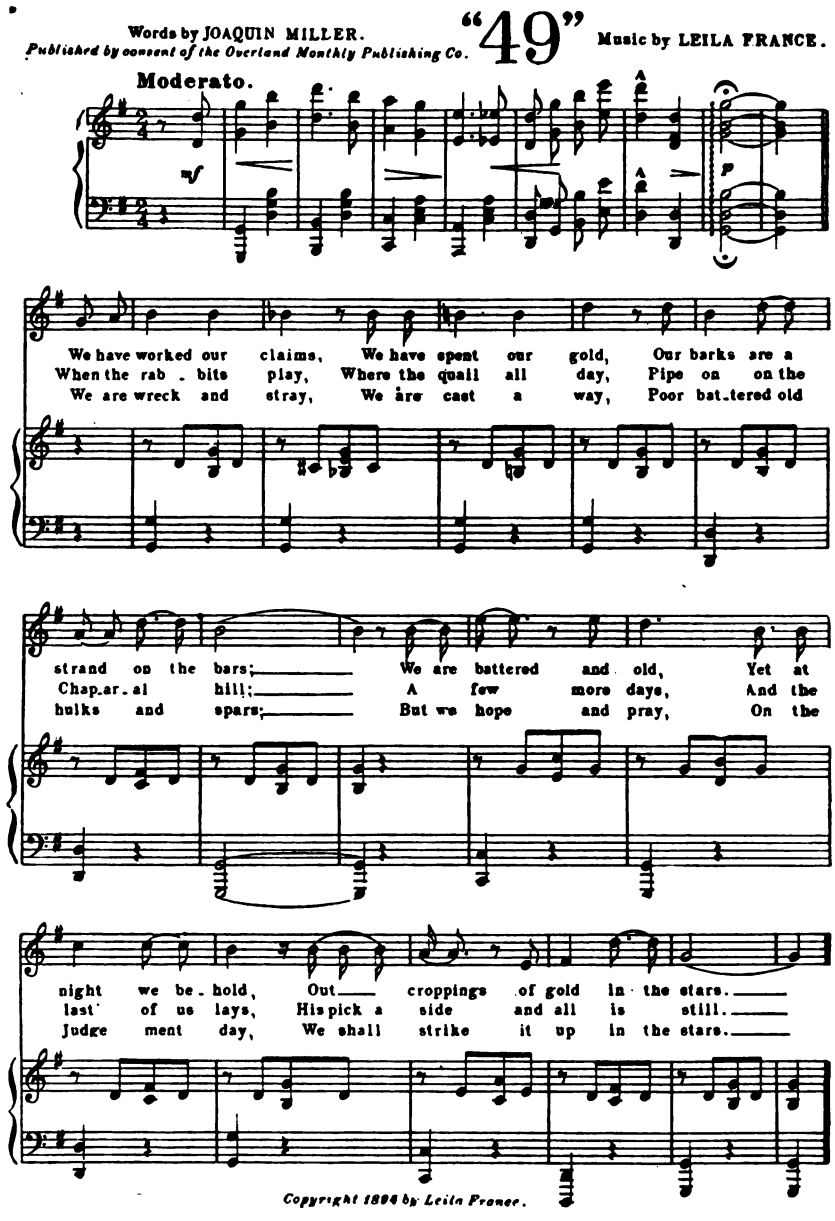
President S. C. Kitchener, President of the Stockton Board of Education, read a most excellent paper on the Stockton schools at a recent meeting, touching upon methods, buildings, and finances. It showed in no mistaken terms where Stockton stands educationally.

Superintendent Linscott, of Santa Cruz, has secured the following instructors for his institute on October 7th to 11th: Hon. Samuel T. Black, Sacramento; Professor Earl Barnes, Stanford University; Professor Elmer E. Brown, Berkeley; Joaquin Miller, San Francisco; Professor J. C. Branner, Stanford University.

Professor Charles H. Allen avers that one of the things which should be taught in the normal, if not in every public school, is the grafting and budding of fruit-trees. If the curriculum of our schools is to be thus added to indiscriminately and indefinitely, why not start a class of young women in the proper care of infants, while a class of young men could be taught how to be happy though married.—*Sacramento Bee.*

The following will be some of the features of the Teacher's Institute to be held in Ukiah on October 14th: Lectures by Professor P. M. Fisher, editor of The Pacific Educational Journal; Professor Elmer E. Brown, of the University of California; S. T. Black, State Superintendent of Instruction; Mrs. Elizabeth Wilson and Lucy M. Washburn, of the San Jose Normal School; Professor David Starr Jordan, President of the Stanford University. Superintendent Rhodes has prepared an excellent program for his teachers.

Mayor Sutro, Treasurer Widber, and School Superintendent Moulder met September 19th as the School Teachers' Retirement Fund Commissioners and adopted a form of warrant on the fund. The warrants will be audited like other city demands. William White was made a pensioner on the fund at the rate of $45 a month from August 1, 1895. He is the first person to be benefited by the new law. Of the 904 teachers in the department about 400 only have signified their willingness to contribute a percentage of their salaries to the fund, which now contains about $1200.



Superintendent Geo. L. Sachell, of Ventura, in an opening address to his teachers, at the institute, became quite eloquent. He said in part: "Be patriotic—not only to our native land and our beautiful flag that floats over so many of our schoolhouses—that is grand; but there is a patriotism grander, deeper, and broader than that—the patriotism of humanity, that which reaches out beyond our native shores and seeks to elevate all mankind. Teach it; instill it into your pupils daily by every act. Show me the child educated and filled with this patriotism for humanity, and I will show you the ideal man."

The committee of leading California educators having in charge the matter of securing the meeting of the next annual National Educational Association for Los Angeles, is very busy in sending out letters and personal appeals to the directors of the Association located in every one of the States and Territories. The committee consists of State Superintendent of Instruction Black, of Sacramento; Professor Earl Barnes, of Stanford University; Professor C. H. Keyes, of the Throop Polytechnic Institute of Pasadena; President E. T. Pierce, of the Normal School of that city, and Superintendent of Schools J. A. Foshay.

Individual Mention.

Mary L. Brehm has been elected special teacher of drawing in the Berkeley schools.

Hon. E. A. Steere, of Montana, is an excellent institute lecturer, and is making a record.

J. A. Vergon, the ex-Superintendent of Modoc county, will teach in Fort Bidwell this year.

A. E. Winship canceled all his institute engagements in California on account of ill health.

Mrs. H. L. Wilson, the energetic and

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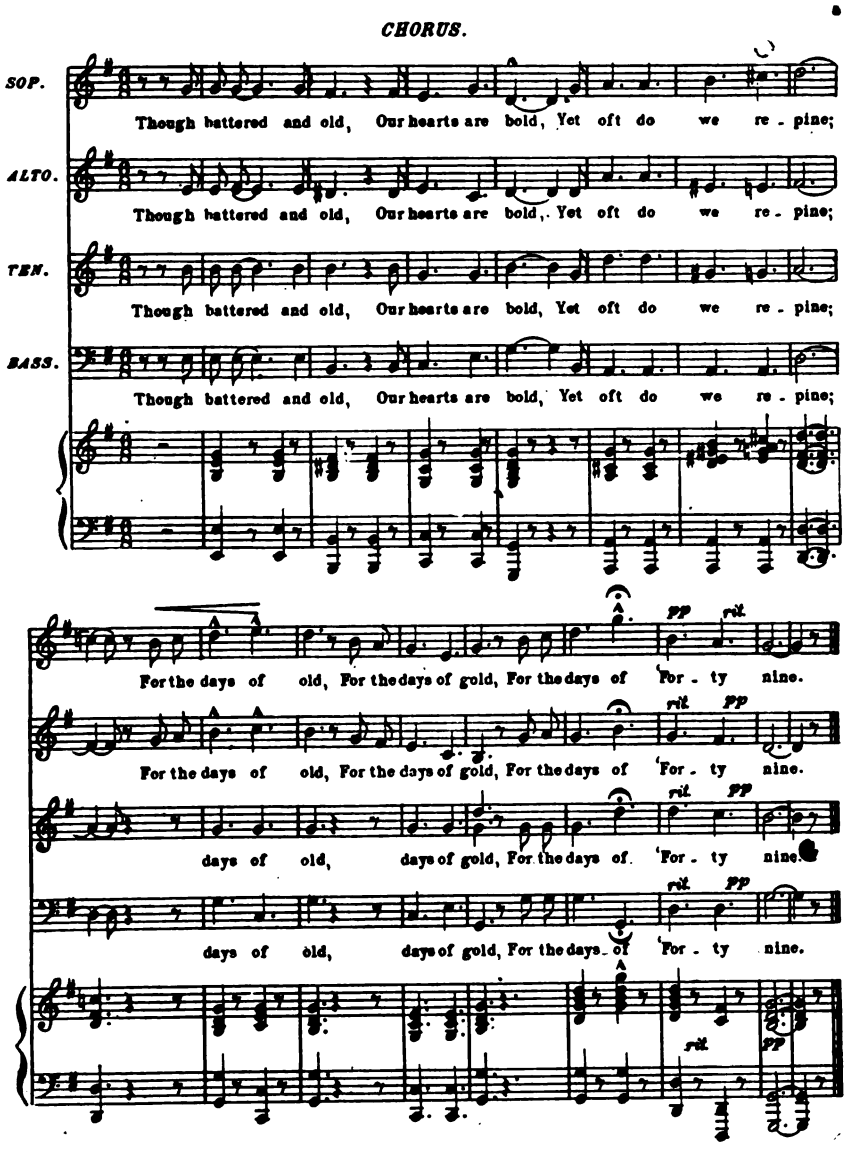

faithful Superintendent of Colusa county, has been seriously ill for some weeks.

Professor Woolsey, of the Visalia High School, is a graduate of the State University, and was formerly a newspaper man.

Superintendent R. F. Holm, of Corvallis, is one of the most earnest workers for the advancement of education in Oregon.

Superintendent McPhail, of Tulare, is making a collection of the photographs of the schoolhouses of the county to decorate his office.

George E. Knepper, well known in this State as an educator, has been elected principal of the State Normal School at Lewiston, Iowa.

Dr. David Starr Jordan attended the State Teachers' Association at Seattle, Washington, last month, and delivered his lecture on "The Survival of Truth."

Miss Margaret Mogeau, Superintendent of San Bernardino, has been compelled to sue to obtain her salary as a member of the county Board of Education.

Hon. John Swett has retired to his ranch in Contra Costa county. He is, however, still in the harness, and is serving as a member of the county Board of Education.

Geo. H. Boke, of Oakland, is now in charge of the San Rafael High School, as successor to Frank Dunn, who goes to the State University as fellow in the department of education.

Miss Agnes Stowell, of the Eastern Oregon State Normal, is greatly in demand for institute work in the Northwest. Her talks on primary work result in much enthusiasm along the best lines of methods.

Hon. S. T. Black, State Superintendent of Schools, is as wideawake and active as a commercial tourist these days. He is on the program for institute work in October at Martinez, Ione, Ukiah, San Luis Obispo, Santa Cruz, Fresno, Merced, Redding, and other places not as yet reported to the JOURNAL.

Elmer E. Brown, of the State University, has inaugurated a visitors' class in pedagogics at that institution. The time is 10:20 A. M. each Saturday. Among the notables present on a recent Saturday, were James G. Kennedy, Mrs. A. L. Mann, Principal Prior, Mr. Bailey (of the San Jose Normal), and Mrs. E. A. Wilson.

Mrs. H. B. Steele, the special teacher in geography and history in the San Francisco schools, uses the latest oxygen-hydrogen stereopticon in her work, and has a collection of over 3000 up-to-date pictures. She is a bright and intelligent teacher. The principals, teachers, and pupils are enthusiastic in her praise. Mrs. Steele is preparing to accept engagements for institute work along the lines of her specialty.

San Diego has elected William H. Hilts special teacher in penmanship. San Diego, under the efficient administration of Eugene De Burn, has a complete system from kindergarten to high school, with departmental work, manual training, commercial high school, fine buildings, and an excellent corps of teachers. De Burn is hardly equaled in this State as an organizer. He talks less and does more than the majority of men.

Mr. Frank Dunn, principal of the San Rafael public school, has accepted a position in the department of pedagogy of the University of California, and bids farewell to the scene of his late labors. The gentleman is a genuine loss to San Rafael, and, though no one wishes him to abandon the line of preferment, still his departure is none the less regarded as a public misfortune. He has brought our school system up to the highest point of efficiency during his administration, and parents will be more than satisfied if his successor maintains the high standard Mr. Dunn has set.—*San Rafael Tocsin.*

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WANT HIGHER EDUCATION.

An Enormous Increase of High School Students in the State.

S. T. Black, State Superintendent of Public Instruction, was in the city recently, visiting some of the public schools, particularly those in the districts south of Market street and around Telegraph Hill, and gave some of his views on the condition and needs of the public schools generally.

"I think," he said, "that the public schools ought to be entirely beyond the influence of partisan politics. The membership of school boards might well be reduced, and the personnel of a board should be only partially changed at each election.

"It seems to be the opinion in the principal cities I have visited in the East that continuous boards are needed. It would be much better if only one-third instead of all the members of the San Francisco board went out of office every two years.

"While in this city I wish particularly to examine the conditions of attendance upon the schools in the poorer districts. If there be a smaller proportional attendance than in other parts of the city I want to learn the reason for it—whether it be on account of poverty or because of lack of interest among the foreign element.

"I hope to visit every school in the State, if possible, and since the Legislature adjourned I have traveled 6500 for that purpose."

Speaking further on school matters the Superintendent remarked that there has been in the last year a great increase in the number of high-school students, due principally to the establishing throughout the State of district and union high schools, but in a measure owing to a growing desire to prepare for college.

It seems that in the last four years, or since Stanford University opened, the number of college students in California has increased 400 per cent.

Mr. Black said that last year's school census for this State showed an increase of about 10,000 children between the ages of 5 and 17 years, and 3800 of that increase was in Los Angeles county alone, 2500 being in the city itself. The so-called school census, he explained, is misleading to the public when the census number is compared with the actual number enrolled in the schools. The census is taken only as a means of forming some basis for apportionment of school funds by the State, and does not show the number of persons of school age, which is between 6 and 22 years.

With respect to teachers and teaching he said:

"We want State normal graduates in our public schools, and preference given to teachers who have received a grammar-school or a high-school training. And I should like to see more men teachers. The proper education of a youth requires that he should come in contact with teachers of both sexes. The mother properly has the earliest influence over the child, and even up to the age of 9 the child should have a woman teacher. There is a time in the boy's life when he has little respect for a woman—a time when children generally give their teachers the most trouble—about the age of 13, or when they are in the sixth grade. After that the boy begins to have a greater respect for women."

When asked what was being done in the public schools toward raising the standard of English composition, he said that in the last few years more attention has been devoted to English literature and composition than to any other study, but that it would be several years before the effect will be noticed in those who take the entrance examinations for Berkeley and Palo Alto, especially the latter institution, where not 20 per cent of the applicants for admission succeed at first in passing the examination imposed in English composition.—*S. F. Call.*

Leila France McDermott, the author of the fine music to Joaquin Miller's words "'49," has met with great success lately. The celebrated musician Sousa has requested permission to play her music at Atlanta. "The Beautiful Isles of Nowhere" is very popular now; and her most successful piece, "The Sweetheart of All the Year," has been played by the leading bands throughout the country. It is very seldom indeed that a woman writes band music successfully. California is justly proud of Mrs. McDermott's success.

The Whitaker & Ray Co. has just issued a neat and attractive book of "One Thousand Questions for Teachers' Primary Certificates." The book was compiled by a superintendent of schools from questions given at recent examinations. Price, 50 cents. The same firm has in press a book of questions from grammar-school and high-school certificates.

Joaquin Miller will lecture as follows, during the month of October: Martinez, 4th; Santa Cruz, 10th; San Francisco, 12th; Amador, 15th. His subjects: "The Great Teachers," and "Lessons Not in the Books."

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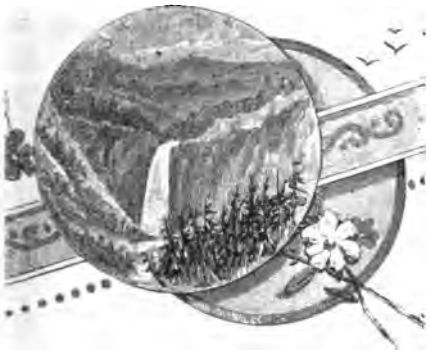

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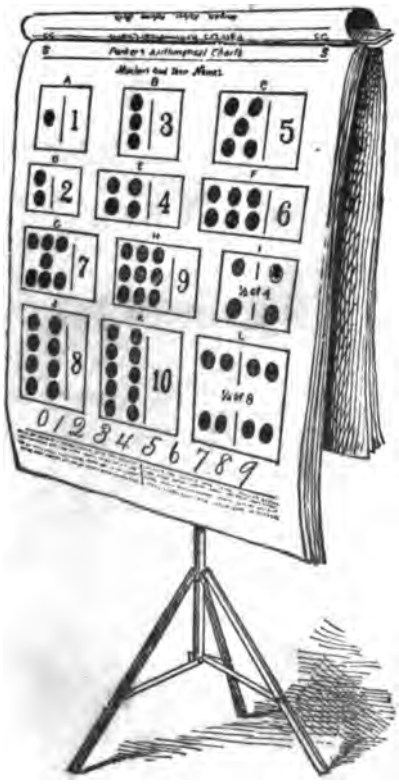

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THE WESTERN JOURNAL OF EDUCATION

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL XLIII

SAN FRANCISCO, NOVEMBER 1, 1895.

NUMBER 6.
ESTABLISHED 1852

An Observation Lesson.

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RIGHT OR LEFT?

FROM THE ORIGINAL PAINTING BY THOMAS KLEEHAAS, MUNICH.

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OLD SERIES.—GOLDEN ERA, VOL XLIII.

SAN FRANCISCO, NOVEMBER 1, 1895.

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CELEBRATE Thanksgiving.

* * *

OCTOBER was the favorite month for institutes.

* * *

THERE are less fads in the schools this year than formerly.

* * *

ONE of Joaquin Miller's lessons not in the books is: "It don't take many words to tell the truth."

* * *

PROFESSOR E. H. GRIGGS says: "It is immoral to prohibit children from whispering in school."

* * *

A STUDY of reports of institutes reveals the fact that the criticism of the State text-books has been reduced to a minimum.

* * *

NOVEMBER is the banner school month of the year. The friction has been removed, and the machinery of education, with its motive power, inspiration, moves on with steady upward progress on its spiral track.

IF Superintendents do not send us programs and information, they must not blame the editor if items of interest do not appear.

* * *

THE law of unconscious prejudice is apt to make valueless the recommendations of institute instructors in recommending books, papers, and methods to teachers. Where the personality of the teacher is developed, she will be progressive enough to study her needs from original sources.

* * *

STATE SUPERINTENDENT BLACK, in his address, "A Talk with Teachers and Patrons," recommends all interested in education to study the report of the Committee of Fifteen. His strong, manly appeal for patriotism, professional training, good citizenship, and educational progress, is having an influence in the State.

* * *

THE teachers of this State should aim to attend the meeting of the State Teachers' Association at Oakland, January 2, 3, 4, 1896. It is the intention to make this the greatest meeting in the history of the Association. Earl Barnes, the President, with the assistance of Miss Murphy and the Executive Committee, is arranging an excellent program.

* * *

NOW COMES the Philosophical Department of the State University, Professor Howison at the head, to introduce a psychological laboratory. This means a protest against the so-called "arm-chair philosophers." It will be a great day when you can go over to the Berkeley hills and have measured the flight of a thought, or with accurate machinery measure Professor Royce's conceptions of a God.

* * *

THE teachers and the schools of California have lost a devoted friend in the death of Superintendent A. J. Moulder. Mr. Moulder had a long and useful career as a teacher, superintendent, and citizen. He was an earnest worker along lines well established. As State Superintendent he introduced many changes in the school laws, and aided largely in the establishment of the State University on a firm basis.

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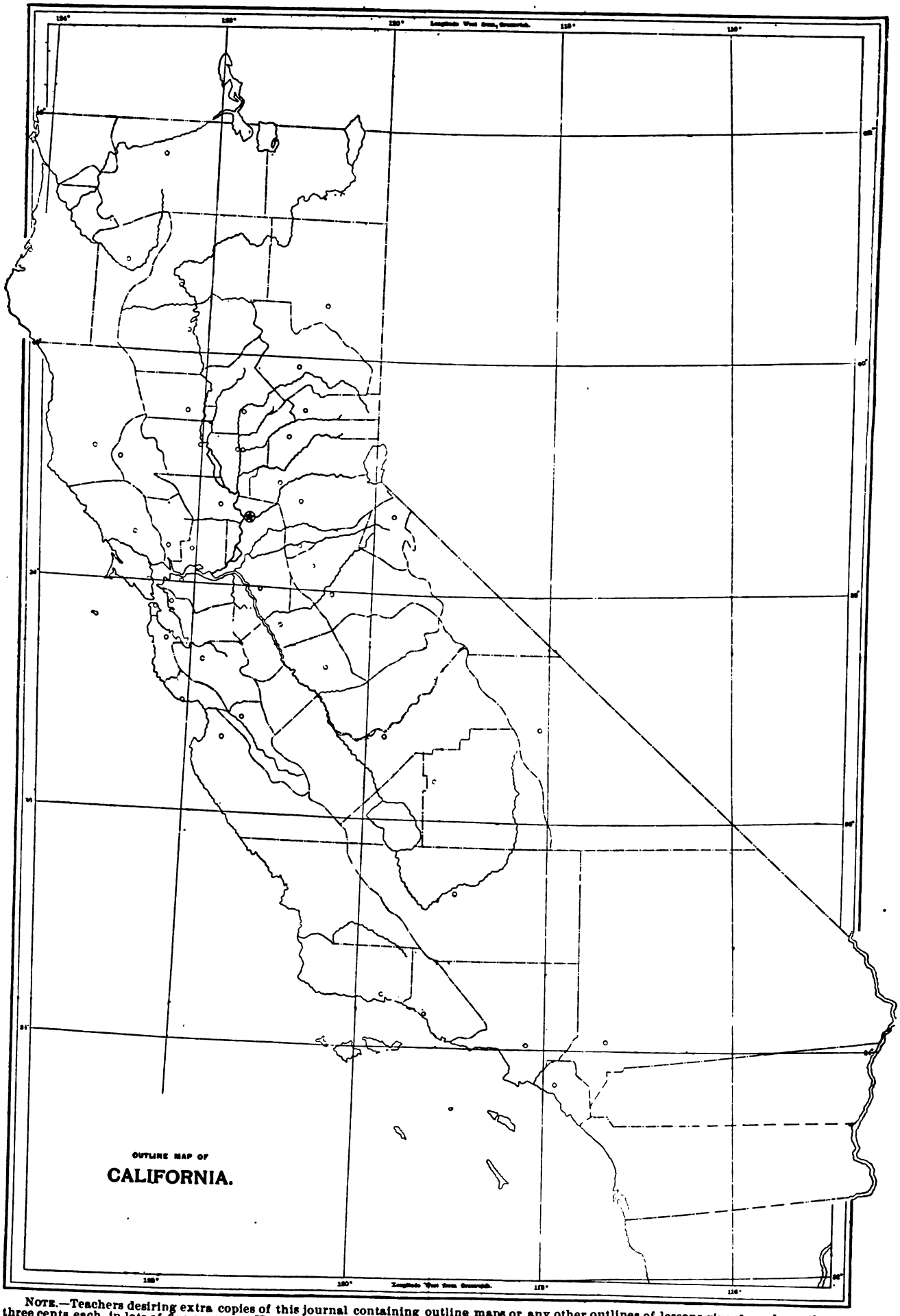

NOTE.—Teachers desiring extra copies of this journal containing outline maps or any other outlines of lessons given may have them at three cents each, in lots of five or more.—HARR WAGNER, Editor.

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Primary Methods.

LANGUAGE AND COMPOSITION, FOR FIRST AND SECOND GRADES.

BY LAURA J. FRAKES.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation.

The language lesson for the beginner, must of necessity be oral, but the means to be used need not be less abundant or less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

What to do in language in our small class was for a long time a serious trouble to us. Something to interest them, and hold their attention, and at the same time make them think and put those thoughts into good English sentences, was what we wanted; we knew that thoughts are as real to the mind as are bacilli to the senses, and far harder than the latter to kill.

All thought merges into expression; before the seduction, before the lie, before the murder, lies the thought, whose germ may have been planted in what was the virgin soul of purity before it was exposed to corrupt influences.

Therefore it behooves us to be extremely cautious as to the pictures we display, the papers we read, and the words we use to instill thoughts into those innocent little minds.

But, to return to our subject, we found describing pictures and telling stories about them to be a most prolific source of amusement.

Hence it is that no necessary care or expense should be spared to decorate your room with beautiful and attractive pictures, varied and suggestive as it is possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction than may be necessary to give each one a chance to be heard, and cultivate good manners. This being done, we would by suggestive questions or hints, lead the children to some exercise of judgment and imagination in regard to the relation, action, motive, character, etc., of objects represented.

We would even lightly touch upon the faculty of criticism, by asking what special merits they find in the pictures, what changes they would make, etc.

One day the thought dawned upon me — why not have "living pictures"?

We did, dear teachers, and it proved to be a decided success. The lessons are action. One child is selected to perform the act, another to tell who he is, where he is, and what he is doing.

The other day one of my little girls brought her little black kitten to school, and this was our language for the day.

This girl is Pearl.
She is sitting on a box by the window.
She has a black kitten in her lap.
Its name is Topsy.

We then write the little story on the board, word by word, as the child tells us, pausing at the close of each sentence to have what has been written read. Then the whole story is read by first one and then another until all have read it.

All the words that were too hard for them, or words with which they were not familiar, were pointed out and reviewed, then placed to one side for future use.

Our language lesson is left on the board, and the next day it makes a fine reading lesson, the children remembering the words quite well, even if several new words have appeared.

We follow this plan gradually, giving more difficult work by having more than one object near the child, and it is really surprising to see how accurately the bright little people describe the different positions into which one can arrange them.

"How to See," follows this oral work very nicely, and we succeed in getting some very good written descriptions from our second-grade pupils.

The following plan I have found very successful in my school, not only in the teaching of new words, but also in teaching an easy natural expression, in giving orally ideas written on the board.

Instead of talking, I let the child do the talking. I say to the class: "Now, I'm not going to talk, but let this piece of chalk do the talking." I then write on the board what I want them to do.

After a few lessons they obey the written commands as readily as the spoken ones. Sometimes we write a question on the board, indicating, by writing his name after the question, the boy who is to answer it—thus:

What can a dog do, James?
Where does the fox live, Joe?

If the boy named cannot answer, we erase his name and substitute that of another.

Sometimes, for a change, we require the answer in writing. Then we put on the board —

Write the answer.

When we have written all we desire for one lesson, then we go over it again, requiring one boy to read the question and another to answer it.

Thus we put into execution many little devices, some of which are original and many selected from our best instructors. Our number work is always a language lesson; we weave a story, simple it is true, but pleasing to the little ones, around every number up to ten.

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Grammar Grade and High School Methods.

FRIDAY RECREATIONS.

BY L. LUCILE TURNER.

It is a time-honored custom to make Friday afternoons a "speaking day," when all the pupils take part in the entertainment. Of late years, this custom has lost favor with many, and Friday is just like any other day. Let me suggest a substitute, that will be both pleasant and instructive, though it may put a little more work on the teacher.

Let the afternoon work be in the form of studies of the life of some author, inventor, or statesman, or about some great battle, discovery, or achievement which advanced or changed the history of the world.

The pupils should have note-books, used for this only, which the teacher should examine and correct each week. Take the following as skeleton for work on some author:

1. Date and place of birth.
2. Parentage.
3. Early or home education.
4. Later or college education.
5. Early manhood (or womanhood) and marriage.
6. Early works.
7. Later life and works.
8. Death and place of burial.
9. Anecdotes.
10. Quotations and selections.
11. Criticisms or sketches by others.

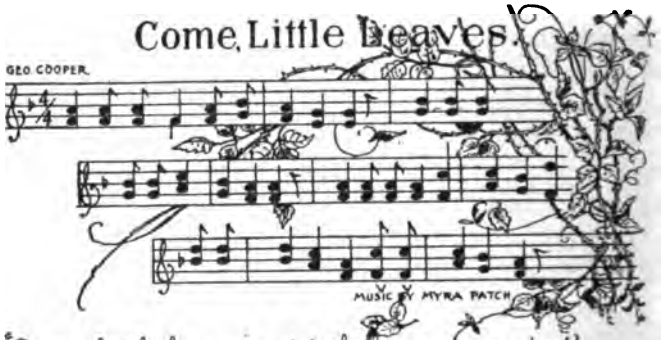
Let two or three pupils take the first three subjects, two or three the next two, others the next three, and two or three the ninth. This is in order that as much as possible may be gained from many sources. Let the younger ones, and perhaps some of the older ones, learn quotations and selections and recite them to the school; while the older ones may select criticisms by famous people, and some may prepare criticisms themselves, to be read.

Each fact should be noted in the note-books when given — dates, etc., may be written on the board, to prevent mistakes,— while the pupil may make his choice of the anecdotes, quotations, and selections — if not too long,— writing one of each in his note-book, and the quotation chosen may be learned by the pupil for Monday morning. Of course, the note-book work must be modified for the younger pupils. If the pupils can obtain pictures of the author, it would be well to let them put them in their books, at the top of the before entering any notes. On Monday or Tuesday, the note-books should be collected and examined by the teacher, and returned to the pupil Friday morning.

Then the next lesson should be somewhat different, the subject being some historical event, as the siege and surrender of Yorktown, or some similar subject. The date, commanders, and locality should be given, with the topography of the land, followed by any famous poem or description that may be obtained by the pupils or teacher.

The next subject may be a scientific one, while now and then botany may he studied to advantage. In the latter, the pupils may draw in their note-books the parts of flower and plant, taken from some typical flower, a specimen of which should be in each pupil's hand.

Of course, similar work is taken up during the week in different classes, but it will be found that much will be gained in the general discussion which should follow the note book work, while the afternoon's work will add a zest to study for both teacher and pupil.



"Come, little leaves, said the wind one day,
"Over the meadows with me and play.
Put on your dresses of red and gold
For the summer is gone and the days grow cold."

Soon as the leaves heard the wind's low call
Down they came fluttering, one and all.
Over the fields they danced and flew
Singing the soft little songs they knew.

Dancing and whirling the little leaves went.
Winter had called them and they were content.
Soon fast asleep in their earthy beds.
The snow laid a coverlet over their heads.

"C. H. W." writes from the Sierras to know if this journal is the official organ of the schools of California. It is our duty to answer "No." This journal is simply in evidence that a school journal can be published without official patronage. If it had the money it could, however, buy sufficient brains to make the effete East wonder at the enterprise of California school journalism.

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Thanksgiving Day.

THANKSGIVING DAY PROGRAM.

THE programs for Thanksgiving Day in Eastern journals are not always suitable to the genial climate of the Pacific Slope. The furs, snow, sleet, ice, and great log-fire do not carry with them an adequate idea of Thanksgiving. Our children are more familiar with oranges, flowers, pineapples, bananas, strawberries, and outdoor games. So to make a program suitable, considerable revision is necessary. It might be well to start the day with a due spirit of thankfulness for the climate of the Pacific seas, and that we are permitted to live in so glorious a country. In arranging programs, the following may be helpful:

1. Teacher read President or Governor's Thanksgiving proclamation.
2. A history of Thanksgiving.
3. Recitation by pupils.
4. Songs.
5. Compositions by pupils, on "How to Eat, What to Eat, When to Eat." Teacher to give instruction on the basis of approved hygiene.

HISTORY OF THANKSGIVING.

IN the United States Thanksgiving denotes an annual festival — not to celebrate a single event, but to show gratitude to God for the blessings of a closing year. It may be said to be borrowed from the Jewish feast of Tabernacles. The Hebrews, under the Mosaic law, celebrated the goodness of God under branches of trees and tents of palms. The Dutch and Germans have a festival called "Harvest Home." The custom originated in America in 1621, when Governor Bradford, of New England, wrote as follows: "They began now to gather in the small harvest they had, and fitte up their houses and dwellings against winter, being well recovered in health and strength, and had all things in good plenty; for as some were thus employed in affairs abroad, others were exercised in fishing about codd and bass and other fish of which they took a good store, and of which of every family had their portion. All the somer there was no waste. And now began to come in store of foule as winter approached. And beside water foule there was a great store of wild turkies and venison." The next Thanksgiving was in 1623, when the Governor called the people together for fasting and prayer, on account of a drouth. During the celebration "soft, sweet, moderate showers" fell, and the occasion was changed to thanksgiving and rejoicing. Washington, in 1795, issued a call for a national Thanksgiving. In 1863, Lincoln issued a proclamation, making the last Thursday of November a national holiday. Every President since has followed that example.

POLLY'S THANKSGIVING.

BY A. C. STODDARD.

SUCH a funny little roly-poly Polly as she was, with her big china-blue eyes that were forever seeing something to wonder about, and her round, red cheeks that always grew redder when anybody spoke to her, and her crinkly flaxen hair that never would stay in place! Such a queer little dumpling of a Polly!

All the same, she liked nice things to eat as well as any one could, and when, once upon a time, somebody gave her the measles just in season for Thanksgiving Day, she felt dreadfully about it, and cried as hard as she knew how because she could n't have any turkey, nor pudding, nor mince-pie for dinner—nothing at all but oatmeal gruel.

But crying did n't help the measles a mite, as of course Polly knew it would n't, but she could n't have helped crying if she wanted to, and she did n't want to.

"'Most anybody 'd cried, I would n't wonder," she said, a day or two after, when the measles had begun to go away again, "not to have a mite of any Thanksgiving for dinner, not any pie, not any cranb'ry sauce, not any — O de-ar!"

"Well, well," said Polly's mother, laughing, "I guess we 'll have to have another Thanksgiving Day right off."

"Oh! can we?" cried Polly, brightening up.

"Not without the governor says so," answered her father, with a twinkle. "The governor makes Thanksgiving Days, Polyanthus."

"Where does he live?" asked Polly, with an earnestness that was funny. Everybody laughed.

"At the capital," said Polly's Uncle Ben Davis. "Do you know where that is?"

"I guess I do," said Polly, and she asked no more questions.

But what do you guess this funny Polly did? By and by, when she felt quite like herself again, she borrowed pencil and paper and shut herself up in her own little room and wrote a letter that looked a little queer, 't is true, but still made her wishes known.

"DeRe MisTeR GUVNER WILL yOu PLeAse MAKE AnoTHeR THANKSGIVING DAy be CAWS I HAD THE MEESLES THE LAst ONE. POLLY PINKHAM."

Then she folded the letter and put it in an envelope, with one of her chromo cards, and sealed it, and took two cents out of her bank for the postage and ran away to the post-office as fast as she could run.

Mr. Willey kept the post-office, and if he himself had been behind the glass boxes that day, I don't believe Polly's letter ever would have gone out of Tinkerville. But Mr. Willey's niece was there. She read the address on the envelope Polly handed in, and her eyes danced. It looks so funny:

"MESTER GUVNER, AT THE CAPITLE."

One or two questions brought out the whole story.

"The governor shall have your letter, Polly,"

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roguish Miss Molly said, with a laugh, as she stamped it, and wrote the postmark plain as plain could be.

And so he did. For, not quite a week later, a letter came in the mail to Polly — a great, white letter, with a picture in one corner, that made Polly's father open his eyes.

"Why, it's the State's arms," said he. "What under the sun — "

But I think he suspected. Oh! how red Polly's cheeks were, and how her small fingers trembled when she tore open her letter. It was printed so that she could read it herself, all but the long words:

"DEAR MISS POLLY:—Your letter received. I am very sorry you were so ill as not to be able to eat any Thanksgiving dinner. It was quite too bad. I hereby appoint a special Thanksgiving Day for you — next Thursday, December 9th,— which I trust may be kept with due form. Your friend and well-wisher,

ANDREW COLBURN."

"Oh! oh! oh!" cried Polly, hopping on one foot; "will you, mother? O mother! will you? I wrote to him myself. Oh! I'm so glad."

"Did you ever!" cried Polly's mother. "Why, Polly Pinkham!" But Polly's father slapped his knee, and laughed.

"Good for Governor Colburn! I'll vote for him as long as he wants a vote. And Polly shall have a special Thanksgiving worth telling of, so she shall."

So she did have the very best she ever remembered.

THANKSGIVING SONG.

(TUNE — "*Tramp, Tramp, Tramp.*")

WE are stepping with our feet —
They are firm and strong and fleet;
Ought that not to make our hearts with joy o'erflow?
They will take us without fail
Up the hill or through the dale;
Into all our paths of duty they will go.

Yes, yes, yes, to-day we're thankful;
[*Nodding heads.*]
No, we will not ungrateful be;
[*Shaking heads.*]
But we 'll use our limbs so strong
For the work that comes along,
[*Swinging right foot.*]
Walking in each way of duty we can see.
[*Swinging left foot.*]

Oh, East is East, and West is West, and never the twain shall meet,
Till Earth and Sky stand presently at God's great Judgment Seat;
But there is neither East nor West, Border, nor Breed, nor Birth,
When two strong men stand face to face, tho' they come from the ends of the earth! —*Rudyard Kipling.*

THANKSGIVING VERSE.

(SELECTED.)

THANKS be to God! to whom earth owes
Sunshine and breeze,
The heath-clad hill, the vale's repose,
Streamlet and seas,
The snowdrop and the summer rose,
The many-voiced trees.

Thanks for the darkness that reveals
Night's starry dower;
And for the sable cloud that heals
Each fevered flower;
And for the rushing storm that peals
Our weakness and Thy power.

Thanks for the sweetly-lingering might
In music's tone;
For paths of knowledge, whose calm light
Is all thine own;
For thoughts that at the Infinite
Fold their bright wings alone.

Once more the liberal year laughs out
O'er richer stores than gems or gold;
Once more with harvest song and shout
Is nature's bloodless triumph told.

Our common mother rests and sings
Like Ruth, among her garnered sheaves;
Her lap is full of goodly things,
Her brow is bright with autumn leaves.

O favors every year made new!
O gifts with rain and sunshine sent!
The bounty overruns our due,
The fullness shames our discontent.

We shut our eyes, the flowers bloom on;
We murmur, but the corn ears fill;
We choose the shadow, but the sun
That casts it shines behind us still.—*Whittier.*

Praise to God, immortal praise,
For the love that crowns our days;
Bounteous source of every joy,
Let thy praise our tongues employ;
All to thee, our God, we owe
Source whence all our blessings flow.

Ah! on Thanksgiving Day, when from East and from West,
From North and from South come the pilgrim and guest,
When the gray-haired New Englander sees round his board
The old broken links of affection restored,
When the care-wearied man seeks his mother once more,
And the worn matron smiles where the girl smiled before,
What moistens the lips and what brightens the eye—
What calls back the past, like the rich pumpkin-pie?

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Outline of United States History.

BY GEO. W. HINKLE, LEMOORE, CAL.

[NOTE TO TEACHER.—The following complete outline of United States History will greatly aid the up-to-date teacher who prefers topics to dates, and disintegrated facts.—EDITOR.]

Discovery. . . .
- When.
- By whom.
- Knowledge of geography at that time.
- Noted travelers and their stories.
- Reasons for voyage.
- Difficulties under which Columbus labored.
- Events of the voyage.
- Triumphal return of Columbus.

Aborigines. . .
- Description of race.
- Distribution of tribes.
- Character.
- Government.
- Modes of Living.

Exploration. .
- Spanish: Columbus, De Soto, De Leon, Cabrillo, etc.
- English: Cabots, Drake, etc.
- French: Denys, Verazzano, etc.
- Others: Cortereal, Hudson, etc.

Claims to Territory based on these.

Trace routes on outline maps.

Settlement. . .
- English—See under *Development*.
- Spanish, French, Dutch: Particularly those made within the present limits of United States.
- Others: Generally of other portions of continent.

**Development*
- Virginia and Maryland, Massachusetts, Connecticut, Rhode Island, New Hampshire, New York, New Jersey, Pennsylvania, Delaware, North Carolina, South Carolina, Georgia.

Study as grouped.

- Settled: When. Where. By whom. Why.
- Government: Different kinds—four kinds in these colonies. What voice had the people. Character of the governors.
- Religion and Education: Sects—their support. Schools {Public, Col'ges}. Why.
- Troubles: Political. Religious. Indian.
- Noted Men
- Customs: Buildings, Utensils, Dress, Plantations, Social customs, Traveling facilities.
- Events: Review important points. Origin of names.
- Productions
- Contemporaneous history in Europe: Show what effect the quarrels between nations and the persecutions of the people for political and religious reasons had upon the settlement of the colonies.

* Outline of *Development* taken from Childs.

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- *Colonial Wars*
  - Cause.
  - Colonies affected.
  - Duration.
  - Important battles.
  - Treaty.
  - Results.
- *Revolt of the Colonies*...
  - Causes
    - Spirit of independence in the colonists.
    - Bad governors.
    - Oppressive trade laws.
    - Objectionable methods in enforcing the laws.
    - Disregard of petitions to the King and Parliament.
    - Non-representation in Parliament.
  - Colonial Congress.
  - Declaration of Independence.
  - Confederacy.
  - Important battles.
  - Foreign patriots.
  - French alliance.
  - Duration of war.
  - Treaty.
  - Results.
- *Formation and Adoption of the Constitution*.....
  - A series of compromises.
  - Jealousy between the States.
  - Inauguration of the new Government
    - Departments
      - Legislative.
      - Executive.
      - Judicial.
  - President and his advisers
    - Attorney-General.
    - State.
    - War.
    - Treasury.
    - Others since added.
- *Means of Procuring Money to Pay Expenses of Government—Revenue*.
  - Duties.
  - Excises.
  - Income tax.
  - Public lands.
  - Bonds.
- *Defense*.....
  - Army.
  - Navy.
  - Militia.
  - Academies
    - West Point.
    - Annapolis.
- *Foreign Relations*.....
  - How conducted.
  - England.
  - France.
  - Mexico.
  - Chinese Exclusion Bill.
  - Etc.
- *Money*.....
  - Gold, Silver } with their certificates.
  - Copper.
  - Currency, or greenbacks.
  - United States banks.
  - National banks.
  - State banks.
- *Acquisition of Territory*..
  - Louisiana purchase.
  - Florida purchase.
  - Annexation of Texas, Cal., Utah, etc.
  - Purchase of Texas' claims to western lands.
  - Gadsen purchase.
  - Alaska purchase.
- *Slavery*.....
  - Constitutional provisions.
  - Missouri Compromise.
  - Wilmot Proviso.
  - Omnibus Bill.
  - Kansas-Nebraska Bill.
  - Dred Scott decision.
  - John Brown's raid.
  - Underground railroad.
- *States and Territories*....
  - Before 1861.
  - Since 1861.
- *State Rights*.
  - Kentucky Resolutions.
  - Nullification.
  - Secession. Followed by Civil War.
- *Indian Relations*.
- *Chief Executives*.....
  - When elected.
  - By what party.
  - Questions at issue.
  - Contributary causes.
- *Wars*.....
  - Cause.
  - Duration.
  - Decisive Battles.
  - Treaty.
  - Results.
- *Inventions*...
  - Transportation
    - Steamboat,
    - Railroad,
    - Telegraph and cables,
    - Telephone, etc.
  - Manufacture
    - Turbine wheels,
    - Trip-hammers,
    - Milling machinery,
    - Cotton-gin,
    - Spinning jinny,
    - Printing presses, etc.
  - Domestic Economy
    - Sewing machines,
    - Stoves,
    - Reapers,
    - Harvesters, etc.
  - Lighting
    - Gas Burners,
    - Kerosene,
    - Electric lights, etc.
- *Education*...
  - Public schools.
  - Private schools.
  - Public libraries.
  - Newspapers and periodicals.
  - Colleges and universities.
  - Writers and Speakers
    - Longfellow,
    - Whittier,
    - Bryant,
    - Irving,
    - Cooper,
    - Webster,
    - Beecher,
    - Irving, etc.

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Passing Events....
- Fires.
- Distinguished visitors.
- Buildings.
- Epidemics.
- Exhibitions.
- Credit Mobilier.
- Star Route.
- Labor troubles.
- Natural curiosities, parks, etc.

Biographies Worthy of Study....

Washington,	Stephens,
Morris,	Davis,
Jefferson,	Blaine,
Franklin,	Lee,
Adamses,	Marion,
Jackson,	Sumpter,
Hamilton,	La Fayette,
Lincoln,	Grant,
Garfield,	Everett,
Webster,	Pinckney,
Clay,	John Jay,
Calhoun,	John Marshall,
Paine,	Fisher Ames,
Madison,	Rufus King,
Benton,	James Otis,

Douglas, Stephen A.,
Douglas, Frederick (colored).

DISCIPLINE FOR CITIZENSHIP.

FROM SPEECH OF JOB WOOD, JR., SALINAS, CAL.

THE public does not ask its private soldiers to look over the field of battle and decide what the army shall do. The commanding officer does that. Tennyson illustrates very nicely the actions of trained soldiers under command in his "Charge of the Light Brigade":

> "Was there a man dismayed?
> Not though the soldiers knew
> Some one had blundered;
> Theirs not to make reply,
> Theirs not to reason why."

The well-trained soldier is he who listens to the word of command and intelligently executes it. Neither does the public ask you as individual teachers to decide on the course of instruction for your several school rooms. It provides the channels through which this information must come. Your work is to intelligently follow the word of command and to train your pupils to do the same in the positions they may fill in life. So many parents allow their children to govern themselves that many—in fact, the most of the children—must learn after they go out into the world that they cannot command if they cannot obey. A poor private makes an indifferent commanding officer. The boy who does not obey his parents, who fails to do the work at school as directed, is not apt to work for his employer with any degree of satisfaction or to obey the laws of the State with very much enthusiasm.

The teacher who assumes the responsibility of the profession should know by a careful study of the law governing, what the rights and duties of the profession are. A teacher who knows he is right goes forward with the law to assist him. When he is wrong the law must be against him. Opening and closing school for your convenience when the law sets the time, teaching on holidays when you have no authority in the schoolroom, laying the course of study aside because it may not suit your convenience, are lessons that show your pupils how you obey the laws made for your government. Can a teacher who ignores the plainest provisions of law train pupils to be law-abiding citizens? Can such teachers complain when pupils follow their example and ignore the rules made for their government? It seems to me that if there ever was a time when teachers and parents should put forth their united efforts to train the children into a feeling of respect for law and to teach them to remove from high places those who do not obey its provisions, that time is now.

The discipline of the schools — I mean the behavior of the pupils — seems to be greatly improved during the the last few years. Bad behavior, truancy, and such expressions are passing out of school. We may now devote our time to true discipline, the training of boys and girls to self-control, the giving of power of body and strength of mind through proper control of the faculties. This training should begin in the lowest primary and continue systematically throughout the school life of the pupils.

The true end of education, of whatever kind, we must set steadily before us. "There are some who wish to know that they may know; this is a base curiosity. There are some who wish to know that they may be known; this is base vanity. There are some who wish to sell their knowledge; this is base covetousness. There are some who wish to know that they may edify; this is charity: and those who wish to be edified, and this is heavenly prudence."—*Archbishop Farrar.*

The new book, "Spanish In Spanish," by Professor Luis Duque, should be in the hands of euery progressive teacher of languages. It is the most practical and scientific method yet introduced. Circulars or copies for examination will be sent on request to the Whitaker & Ray Company, 723 Market street, San Francisco.

The election of Madison Babcock as Superintendent of Schools of San Francisco was welcome news to his host of friends, as well as to the teachers and children of San Francisco. An extended sketch of his work will appear in the December number of this journal.

The Modoc county teachers showed appreciation of this journal by each one subscribing for it. Testimonials of this character are highly appreciated by us, and it is determined that the December number shall surpass all former issues — a gift to our subscribers.

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Santa Clara College.

THE SANTA CLARA COLLEGE, conducted by the Fathers of the Society of Jesus, and situated in the best part of the Santa Clara valley, Santa Clara county, Cal., is now better equipped than ever to accommodate a large number of students, and give them a good education in scholarship, morals, and religion, at the same time supplying them with every convenience for health and comfort.

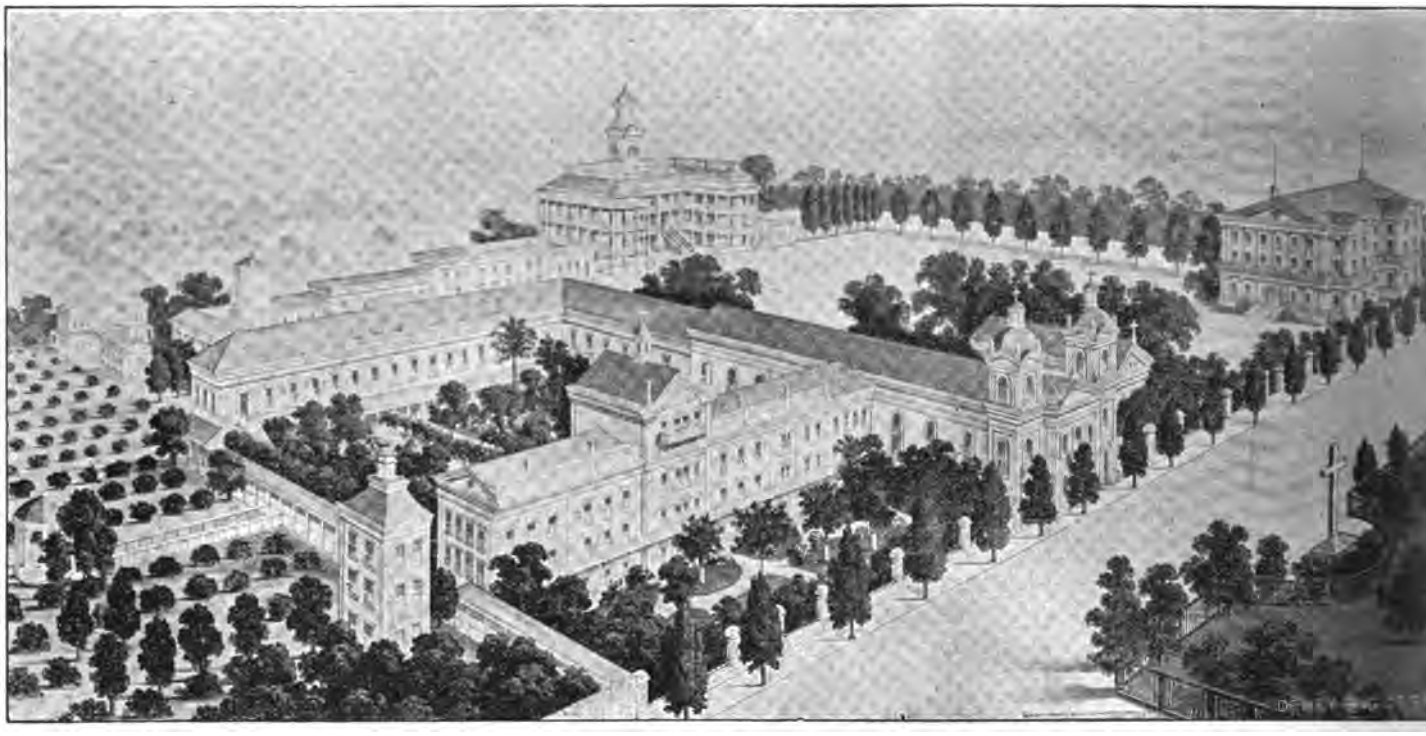
This college, founded in March, 1851, in the old mission of Santa Clara, is established for the purpose of giving to all who enter a liberal and Christian education. On April 28, 1855, it was chartered with all the rights and privileges of a university.

The entrance of the college is through a three-storied building, which has a central fourth story. The hall opens on a wide interior garden, surrounded by long verandas, where grow exotic trees and plants.

The entire grounds of the college are four blocks square. On these grounds are erected the various buildings devoted to the different departments, the principal ones being the Scientific Building and the Exhibition Hall. The latter is 113 by 143 feet and 76 feet high, with a stage 38 feet deep, where the students practice the art of elocution. Here are often given public entertainments by the Dramatic Society, which is composed of members of the student body. The hall can accommodate 3,000 spectators. There is also a chapel for the students.

Large and beautiful playgrounds four acres in extent give opportunity for healthful exercise, and the gymnasiums and playrooms are well provided with chess, checkers, etc.

In the buildings are eighteen classrooms and two study-halls, all large and well ventilated; a chemical laboratory; a science lecture-room; a philosophical cabinet; a museum, which contains a collection of 4,000 specimens of natural curiosities; a room for the Literary Congress, divided into two branches—the Philathletic Senate and House of Philhistorians; nine libraries—five located in various departments, for the special needs of the professors and the various grades of students; a banking and commercial department, with offices or houses representing every kind of important business, with telegraph, post office, etc.; a room furnished as a courtroom, to hold meetings as a tribunal of commerce; a complete school of design, mechanical and architectural, as well as artistic; a printing office, furnished with all the necessary materials for job printing; two large dormitories; a large dining-room, with tables seating fourteen students.



Santa Clara College—Rev. J. W. Riordan, S. J., President.

Music in all its branches is taught, and bands and orchestras are formed to render operatic and classical music.

In the summer season an artificial swimming pond, 160 by 120 feet, near the old mission orchard, gives to the students all the benefits and pleasures of bathing. Warm baths are in the college building.

There is also an infirmary of twenty private rooms, neatly furnished, with a well-stocked apothecary-shop adjoining. A good doctor is in attendance.

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School News.

Western.

Los Angeles city and county will hold an institute Thanksgiving week.

The meeting of the Montana State Teachers' Association will be held at Anaconda, December 28th, 29th, and 30th.

The meeting of the California Teachers' Association will be held at Oakland, January 2d, 3d, and 4th. Earl Barnes, President.

The meeting of the State Teachers' Association of Arizona will be held at Prescott, December 21st, 22d, and 23d. Hon. F. J. Netherton is President.

Professor A. B. Coffey is scoring quite a success as a popular institute conductor. During the month of October he conducted Shasta and Fresno institutes and several others.

Philip M. Fisher, the editor of the Pacific Educational Journal, attended the institutes of Trinity, Humboldt, and Mendocino counties, and reports that great interest was taken in educational work by the teachers.

The San Bernardino Board of Education (W. F. Bliss, President, and Miss Margaret Mogeau, Secretary,) has issued a new course of study. It is new, and contains the best and most adaptable parts of the suggestions made by the report of the Committee of Fifteen. Miss Mogeau has a large task in superintending the schools of her county. She is doing the work nobly, and every movement she makes is a step forward, not backward.

Institutes will be held in November and December, as follows: Auburn — November 4th, 5th, 6th, 7th. and 8th; Willows — November 4th, 5th, 6th. 7th, and 8th; Marysville — November 6th, 7th, and 8th; Woodland — November 13th, 14th, and 15th; Placerville — November 19th, 21st, 22d, and 23d; Sacramento — November 25th, 26th, 27th, and 28th; Stockton — November 25th, 26th, 27th, and 28th; Los Angeles — November 25th, 26th, 27th, and 28th; Modesto—December 4th, 5th, and 6th; Visalia—December 17th, 18th, 19th, and 20th.

The Contra Costa institute was held at Martinez, October 2d, 3d, and 4th. Superintendent A. M. Phalin arranged an excellent program, along the lines of the practical experience of the school teachers. He was noted for saying very little but doing a great deal. He was assisted in his work by Hon. John Swett, T. H. Kirk, of San Bernardino, and Harr Wagner. Swett has lost none of his fire and enthusiasm, and gave the teachers much that was pertinent. Professor Kirk proved himself to be an entertaining, instructive talker. Joaquin Miller, however, captured the institute by his lecture, "Lessons Not in the Books." The teachers took an active interest in the proceedings, and showed by their talks, questions, and answers to be fully up to date. Superintendent Black delivered his lecture Thursday evening, on "A Talk with Teachers and Patrons."

Kate Ames, Napa county's Superintendent, held her first institute October 22d, 23d, and 24th. Professors Earl Barnes and E. H. Griggs were the instructors, Professor Bernard Moses the lecturer. The teachers were delighted with Miss Ames's efficient management of the institute, and are well satisfied with the results. Superintendent J. W. Linscott, of Santa Cruz, also assisted Miss Ames, and aroused the teachers by his eloquent talk on "The Teacher's Zeal." The following pertinent resolution was adopted:

Resolved, That the teachers of Napa county condemn as unprofessional the action of any teacher who underbids another for the sake of securing his or her position.

Superintendent J. W. Graham, of Kings county, held his institute October 9th, 10th, and 11th. On the program, in addition to the names of his teachers, were C. H. Keyes, P. M. Fisher, and Harr Wagner. Mr. Graham is a graduate of the San Jose Normal, a native of California, a teacher of experience, a gentle, vigorous, kindly man, whose spirit infused into the schools of Kings county will bring great results. The teachers are heart and soul with him in making the schools what they should be. Every teacher did his or her part on the program, and, if not on the program, was ever ready to "speak out" and to the point. Kings county has among its teachers many strong men and women.

Geo. F. Mack held the Amador county institute at Ione, October 15th, 16th, 17th, and 18th. Mack wears the largest hat of any Superintendent in the State, and his record on institutes shows that he has something in his hat. He gave the teachers, in an opening address, as much sound advice as could be packed into a few brief sentences. The teachers of Amador county form a composite picture of a happy family. They all seem acquainted with each other, and the talks in the institute inspires one with the idea that they are talking with each other rather than in a formal address. They seem to have all the new methods, new ideas, devices, etc. Little Amador, like the new woman, has caught on. Superintendent Mack is serving his third term. One of the pleasant features of the institute was the part taken in it by E. Carl Bank, Superintendent of the Preston School of Industry, and his teachers; also, the visits of Superintendent E. F. Floyd, of Calaveras, and Superintendent T. E. McCarty, of El Dorado, and their inspiring talks.

Miss Annie L. Williams, of Modoc, held her institute at Alturas, October 22d, 23d, and 24th. Miss Williams and her thirty-six co-workers are as strong and as earnest a body of teachers as there is in the State. Miss Williams is a gentle woman, — timid, refined, and quiet, — the very opposite of the woman you would expect to find elected Superintendent of Schools in a country where the people are engaged in stock-raising. She has undertaken to guide the schools, and will devote her entire time to their advancement. The Superintendent and the teachers are determined that Modoc county shall lead the State in educational progress. The boys and girls have health and strength and plenty of physical exercise; brain, muscle, and brawn have been developed, so they are hopeful that Modoc will turn out the future strong citizens of the State. The teachers of the Modoc institute take an active part in every session, and the best lessons in methods that can be given were given by the Modoc teachers. The reading of essays was not a feature, but plain, practical talks on how to apply methods to every-day work; and the teachers, feeling that the institute was a part of their work, made the three days quite notable to one who has long been accustomed to institute work. The Modoc county institute almost led to the formation of the rule, that interest in institutes increases in proportion to the distance the county is away from the center of population.

Edward Hyatt, one of the most progressive Superintendents in the State, has sent to his teachers the following card, dated at Riverside, Cal., October 30th:

My Dear Madam: In my visits during the coming term I shall try to test your school upon the following points:

In Arithmetic — Rapid adding, the multiplication table, mental problems, fractions, the tables, decimals, and the rudiments of percentage.

In English — Reading with expression, acquaintance with a few good authors and their works, ability to give a few good quotations, correction of common errors in speech, spelling common words, diacritical marks, punctuation, writing correctly from dictation, and writing a correct letter.

In Science — Something of the principal cities, rivers, railroads, mountains, animals, and products of the countries of the world; something of the principal discoveries, political events, wars, colonizations, and inventions in the history of our country; something of the bones, muscles, digestion, circulation, and nerves of the human body.

In General — Condition of the schoolroom air; neatness of room, library, and grounds; position and bearing of pupils; sports and plays of the children; cleanness of windows, floors, walls, and outhouses; manner of going in and out, and studiousness of pupils.

I will try in every way to give due credit to any school showing special excellence in any of these directions.

J. W. Linscott, Superintendent of Santa Cruz county, held his institute October 7th, 8th, 9th, 10th, and 11th. He had among his instructors Earl Barnes, Joaquin Miller, and E. E. Brown. The institute was characterized by that enthusiasm which Linscott is so noted for among the educators of California. Special committees were appointed a year ago to consider questions pertaining to school-work. The result shows a careful consideration of the subjects treated. The report of the Committee on Methods of Teaching was as follows:

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1. Believing that it would be an advance on present methods of class-work were more time devoted to study under the direct supervision of the teacher, and less time given to so-called recitation, and less time to direct text-book study at home; therefore,

Resolved, That in the main text-book study should be confined to the classroom, and that no more than one-half of the school-hours should be devoted to recitations by any class of any of the grades of our schools;

Resolved, That home study should be limited in quantity, and should consist mainly of collateral reading and reference work, to broaden and strengthen the instruction of the classroom;

Resolved, That teachers be encouraged and urged to so plan their oral and written recitation work that much time may be given (possibly on alternate days) to study of the various branches, while the teachers give attention to the work of individual pupils.

2. *Resolved*, That no previous preparation on the part of the teacher, by professional training or otherwise, lessens her obligation to enter the classroom each day with fresh knowledge and special preparation, in order to provide against a waste of time through misdirection of the pupil's energy.

3. *Resolved*, That in all branches the work should be so simplified, systematically graded, and skillfully adjusted to the capabilities of the pupil that he consciously feels his power of mastery over whatever is assigned him, and that by his own efforts he can do the work.

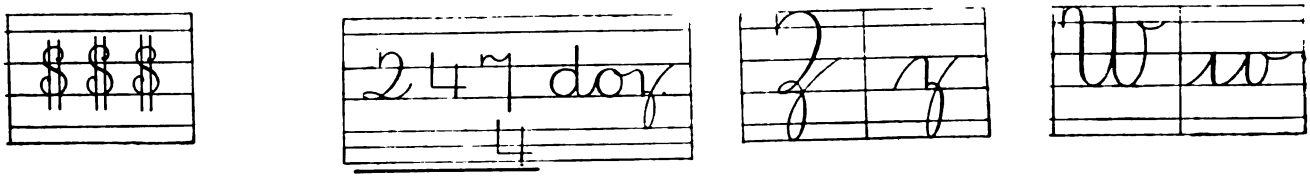
4. *Resolved*, That in the correlation of subjects we should endeavor to adjust the relations of the various branches of study, so that one will re-enforce and strengthen the other, and that all united will constitute a symmetrical and harmonious development of the child's powers; that we deplore that idea of correlation that would break the unity of thought and instruction in any one subject by thrusting in extraneous matter from some other branch.

5. *Resolved*, That the first aim of all punishment should be the improvement of the child punished; and that consequently we, as teachers, should study carefully the cases of discipline that come under our direction, with a view of determining children's personal reaction against different punishments under different conditions.

Resolved, That the end to be attained in all discipline is to form a true and self-reliant manhood and womanhood: that discipline in the school should be made a means of aiding each pupil to do his own individual work in the best possible manner, without interfering with the rights and duties of others; and that the strict tension caused by over-disciplining is resultant only in harm to the pupil and to freedom of work.

The committee to consider the report of the Committee of Ten, decided that the four great branches of study enumerated, viz: Language (including reading, writing, language lessons, and grammar); mathematics (including number work, arithmetic, etc.); history (including literature and history proper), and natural science, should be studied in each of the elementary grades; and the

NOTE TO TEACHER: The following specimens of vertical penmanship can be cut out and given to the pupils for copy. The teacher should also note that the velocity of light given below is incorrect.

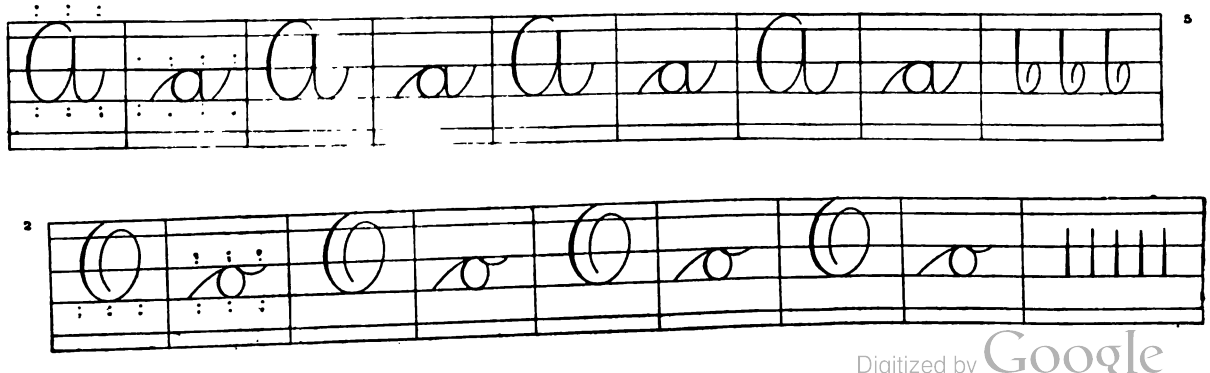


Light travels 18,650 miles a second.

Sound moves about 1100 feet a second.

Nicotine is a very violent poison.

All plants turn towards the light.



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time allotted to each subject be divided as follows:

PRIMARY GRADE.
(1st, 2d, and 3d years.)

Language	1-2	of the time
Mathematics	1-6	" "
History	1-6	" "
Science	1-6	" "

INTERMEDIATE GRADE.
(4th, 5th, and 6th years.)

Language	1-3	of the time
Mathematics	1-4	" "
History	1-6	" "
Science	1-4	" "

GRAMMAR GRADE.
(7th, 8th, and 9th years.)

Language	1-4	of the time
Mathematics	1-4	" "
History	1-4	" "
Science	1-4	" "

At a recent meeting of the School Directors of Stockton James A. Barr was re-elected to the Superintendency for four years, and his salary was increased from $1500 to $2000. Even at this advance the figure remains somewhat below the average paid in cities ranking with Stockton. This voluntary action of the Stockton Board of Education, however, is worthy of note. These gentlemen have previously come before our favorable notice for their faithful and energetic service in office. Entirely nonpartisan, tireless in service, and unusually keen in discerning lines of real progress, the School Directors of Stockton are fulfilling an important trust.

Superintendent Barr's term, just expired, has witnessed a marked advance in the status of the Stockton schools. The course of study has been simplified in some directions, and nature-study, drawing, and manual training have been added. The school library has been vastly augmented, at present cataloguing 8000 volumes of the choicest material in print. These have taken the place of a few shelves of antiquated text-books.

A system of grading and promotion has recently been put into operation, by which the pupils are advanced by groups and individuals instead of by classes. The Stockton teachers are great readers of professional literature, and are well abreast of modern ideas in school-work.

Upon the occasion of his re-election, Mr. Barr was highly eulogized as an earnest worker, unflagging in zeal, and inveterate in purpose. He has achieved a national reputation for the schools under his charge. Stockton has every reason to be congratulated on her schools and school officers.

How's This!

We offer One Hundred Dollars Reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & CO. Props., Toledo, O.

We the undersigned, have known F. J. Cheney for the last 15 years, and believe him perfectly honorable in all business transactions and financially able to carry out any obligation made by their firm.

WEST & TRUAX,
Wholesale Druggists, Toledo, O.
WALDING, KINNAN & MARVIN,
Wholesale Druggists, Toledo, O.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system. Price 75c. per bottle. Sold by all druggists. Testimonials free.

Reviews.

Some Notable School Books.

THINKING, FEELING, DOING.* By E. W. Scripture, Yale Psychological Laboratory. (Flood & Vincent, Publishers. $1.50.)

This work of E. W. Scripture, written in plain, every-day English, is a protest against arm-chair philosophy. It is an up-to-date work on psychology. Professor Scripture gives an interesting account of the principles of watching, searching, time, attention, memory, color, emotions, etc. There are many interesting experiments shown in the book, and the illustrations add greatly in making the text understood. It is the greatest book of the year along the line of popularizing experimental psychology. Professor Scripture has perfected many machines for experimenting on the mind. The results obtained are sufficiently scientific to place him among the leaders of experimental psychology in America.

INDUCTIVE PSYCHOLOGY, AND AN INTRODUCTION TO THE STUDY OF MENTAL PHENOMENA.* By E. A. Kirkpatrick, of the Winona (Minn.) State Normal School. (E. L. Kellogg & Co., New York, Publishers. 80 cents.)

This is a most entertaining work for those interested in the study of psychology. The work, while not based on experiments, is nevertheless on the latest lines of study. The chapter on child-study is particularly interesting. It is largely devoted to the consideration of results of phenomena familiar to the reader.

LECTURES ON HUMAN AND ANIMAL PSYCHOLOGY.* By Wilhelm Wundt, Leipsic. (Macmillan & Co., Publishers, New York. $4.00.)

Professor Scripture, of Yale, calls Wilhelm Wundt, the greatest psychological genius of the age. His lectures from the standpoint that he is the leading authority of the world on the subject, are of special interest, therefore, to the student of education. The book is the first attempt to make the work of Wundt familiar to the English-speaking public. The lectures have been translated by J. E. Creighton and E. B. Tichener, of Cornell University. The book contains thirty lectures, and they are really the basis of most of the experimental psychology in this country, and gave stimulus to our psychological laboratories. The work has been well done by the translators, and the book is the most valuable addition to the art of studying the human mind.

THE NATURAL MUSIC READERS. By Frederic H. Ripley and Thomas Tapper. (American Book Co., Publishers.)

This course of music is the latest series for popular favor. It has had a remarkable brilliant beginning, having been adopted in many of the leading cities of the United States, including San Francisco. There are five music readers and one music primer. The aim of the authors has been to develop the art of music in the children. There are some pieces of music that are of the highest quality, and will serve to cultivate a taste for the masterpieces of musical composition. The system is well graded, and the authors seem to understand very thoroughly the needs of the children along the line of a musical education.

☞ Books marked by a star (*) are for sale by the Whitaker & Ray Co., 723 Market St., S. F.

The new college at Fresno, devoted to business and practical education, is meeting with deserved encouragement under the management of Ramsay & Ramsay. The work they are doing for young men and women is such that it will mark the institution as the leading one of the kind in the State.

D. C. Heath & Co. have issued a new course in vertical writing. The authors of this system were consulted by the State Board of Education in the vertical writing in our primary reader. Copies can be had by addressing Caspar W. Hodgson, Leland Stanford Jr. University.

Memory is the supreme genius. Every student and teacher should recognize the priceless value of a good memory. The Memory Tablets are highly indorsed. See advertisement. A special rate is offered to organizers of Good Memory Clubs.

Moles, Warts, Superfluous Hair,

Acne, Eczema, Wens, Cysts, Dandruff, Freckles, Pimples, Scars, Pittings, Wrinkles, Outstanding Ears

A Large Mouth, Powder Marks, Tattoo Marks, A Red Nose, A Pug Nose, Red Veins, Blackheads, Birthmarks, Barbers' Itch

or any Mark, Blemish, Deformity, or Disease on, in, or under the skin, treated.

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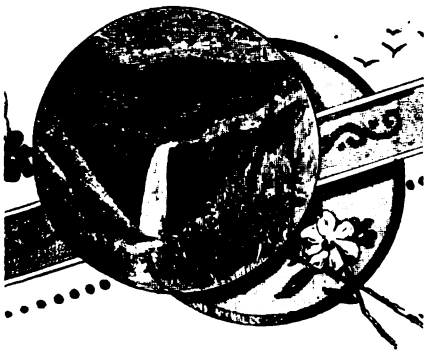

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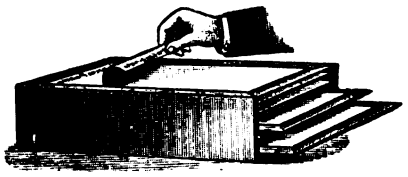

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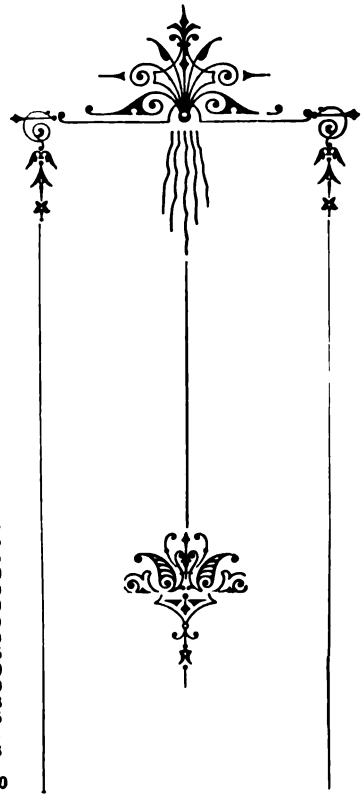

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THE WESTERN JOURNAL OF EDUCATION

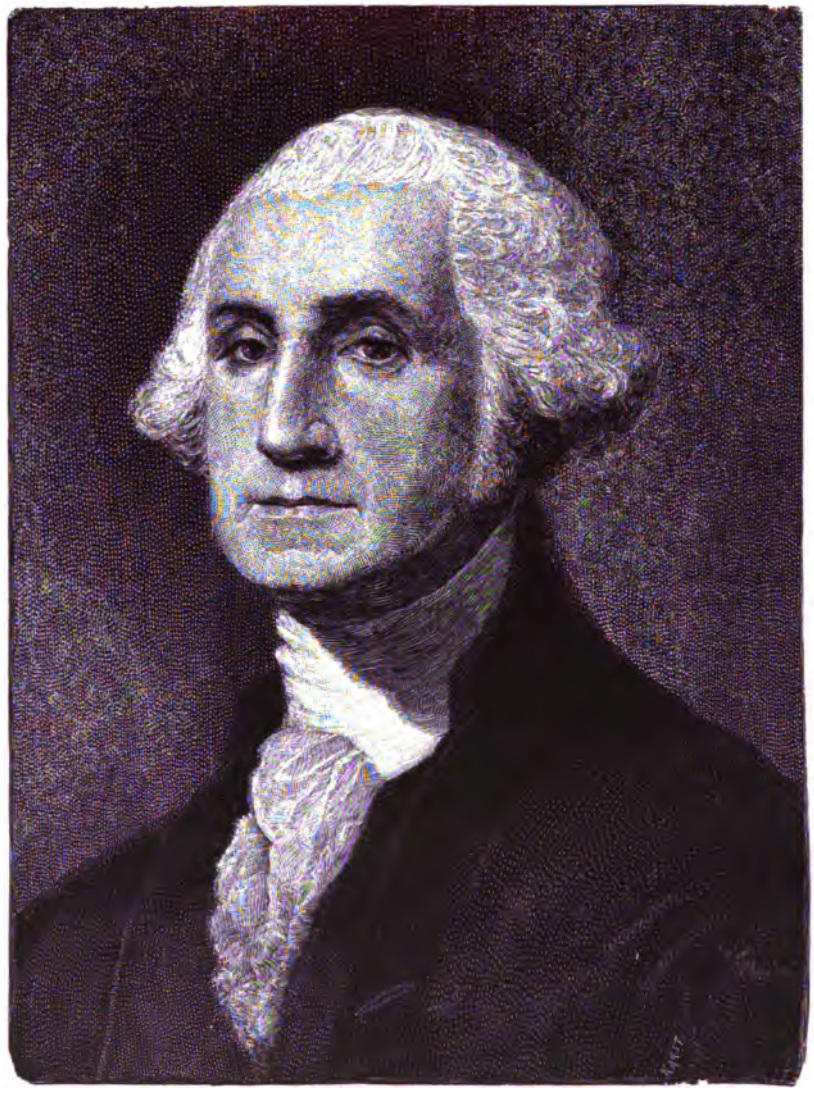
NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, FEBRUARY, 1896.

NUMBER 9.
ESTABLISHED 1852.

Outline of Program for Washington's Birthday

1. Thirteen young ladies, representing the thirteen original States. A pupil (Columbia) in costume, holding the American flag.
2. Music—"Hail, Columbia, happy land."
3. Recitation (by pupil, with flag) of several stanzas of Drake's "Address to the American Flag."
4. Address (by teacher) on Washington.
5. Readings or Recitations (by the older pupils) on the character of Washington.
6. Music—"The Red, White, and Blue."
7. Maxims of Washington (by the pupils).
8. Address (by a trustee, or a citizen a member of the Grand Army of the Republic) on a subject suitable to the occasion.
9. Patriotic Quotations (by pupils, visitors, and teachers).
10. Music—"My country, 't is of thee."



From "Patriotic Citizenship." American Book Co. Copyrighted.

Note.—Teachers will find material for program in this issue of our paper, and also in "Patriotic Quotations" (a new book by Harr Wagner), "Patriotic Citizenship" (by T. J. Morgan), and others that may be or ought to be in every school library.

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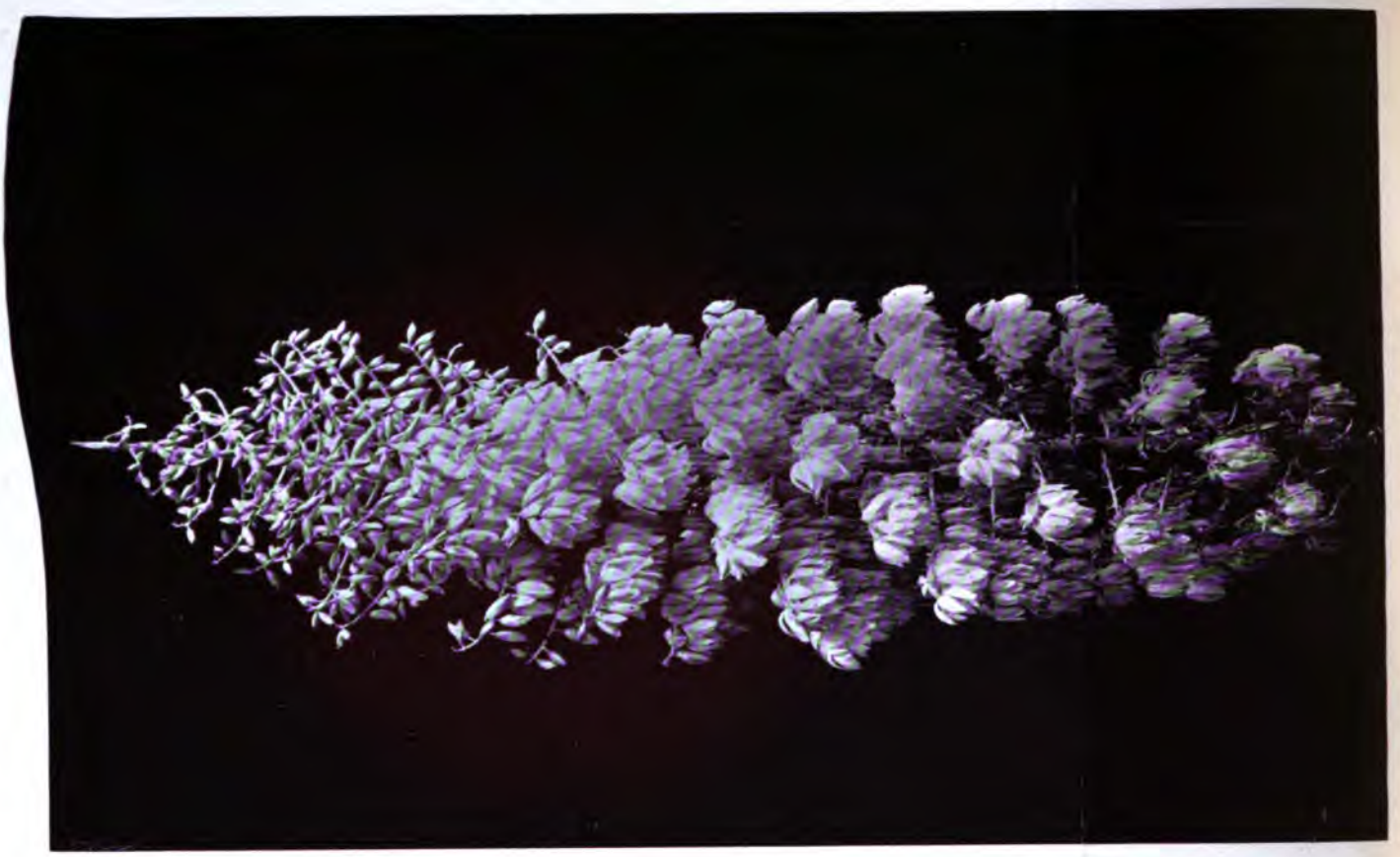

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THE WESTERN JOURNAL OF EDUCATION

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, FEBRUARY, 1896.

NUMBER 2.
ESTABLISHED 1852.

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

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Entered at the San Francisco Post Office as second-class mail matter.

An Official Journal. THE agitation of the designation of an educational journal has brought out some strange comments from the daily press. The Evening Post calls the designation a "subsidy," "a steal," "a robbery," and asks that the law providing for it be repealed. It makes the ridiculous statement, that the daily papers would be willing to send copies free to the 3160 clerks of school boards. Here is the law (Art. I, Sec. 1518, Subdiv. 9, Duties of State Board of Education):

To designate some educational monthly journal as the official organ of the Department of Public Instruction. One copy of the journal so designated shall be furnished by the County Superintendent to the Clerk of each Board of District Trustees, to be placed by him in the district library. The County Superintendent of Schools shall draw his warrant semi-annually in favor of the publishers of such school journal, for a sum not exceeding one dollar and fifty cents ($1.50) per district, for each school year, and charge the same to the Library Fund of the district; *provided*, that the publishers of such journal shall be required to file an affidavit with the Superintendent of Public Instruction, on or before the tenth day of each month, stating that they had mailed one copy of said journal to the Clerk of each school district in the State. It is hereby made the duty of the Clerk of each Board of District Trustees, and the Secretary of each Board of Education, to place each number of such journal in the school library of his district, on or before the end of the month in which such number was issued.

It will readily be seen that the printing of official information is a minor part of the State's educational journal. Its main purpose is to keep in touch teachers, trustees, parents, and school officials with educational progress. The money thus expended brings infinitely better results than to load up the school libraries with the average book that passes as fit for circulation, or with apparatus that rusts in the corner of the schoolroom.

It is just as legitimate for the State to support a journal for the improvement and advancement of 6000 employes in the schools, as to support the State University, the State Normal Schools, or the payment of salaries to teachers. The money expended for a journal is no more a steal than are the salaries that are drawn by State officials. There are honest dollars paid out from public money for honest services. There is no reason why the State educational journal should not do honest service for the State. The improvement of the journal, not the repeal of the law, would meet with the favor of the taxpayers. State Superintendent Black's statement of what an educational journal should be is as follows:

HARR WAGNER, ESQ., EDITOR "THE WESTERN JOURNAL OF EDUCATION," SAN FRANCISCO, CAL.—*Dear Sir:* Replying to your letter of May 11th, permit me to say that only some thirty per cent of the teachers of California have been professionally trained, and many young persons are coming into the profession from the grammar and the high schools, through the medium of a County Board of Examination, after a few months' attendance at some cramming institution. The chief aim of an educational journal ought to be to meet this lack of professional training—particularly in those just entering the profession—by sound pedagogical articles and practical suggestions.

Respectfully,
SAMUEL T. BLACK, *Supt. of Pub. Instr.*

* * *

Meeting of State Board of Education. GOVERNOR BUDD was present; keen, critical, sarcastic, technical, he surprised the learned members of the State Board of Education with the remarkable changes in his mental and physical attitude. He surprised Rounseville

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Wildman, of the Overland. Raymond, the editor of the State text-books was as imperturbable as a sphinx, however. The first two days of the meeting were devoted to the overhauling of the methods pursued in the revision of the text-books, with particular reference to the word "revise." The Governor insisted on the technical meaning of the word, and quoted Webster, the Standard, the Century, Worcester, several law dictionaries, and other authorities to maintain his point. He maintained it. The State Board then decided that hereafter, when it had new text-books written, they should be considered revisions. The Governor and Raymond held very interesting exercises in mental arithmetic, as to the cost of compiling the grammar. The answer arrived at was that the editorial work of Miss Murphy, Mrs. George, and Professor Raymond, on the State grammar would cost about $5000. The Governor was extremely severe with Raymond; but with Miss Murphy and Mrs. George he was considerate and appreciative of their work. Professor Lange, of the State University, gave an iteresting criticism of the new grammar from a philological standpoint. He stood the fire of the Governor's questions with success, and gave pointed answers to pointed queries. The Governor surprised his friends with the keenness with which he put questions on so technical a book as a grammar. The result is summed up in this way: of $25,000 appropriated for the revision and compilation of State text-books, $17,500 had been expended, and $3500 will soon be paid C. H. Keyes for the history, leaving practically no funds for the revision of the arithmetic. It is generally conceded that the revision of the books up to the present time has been successfully accomplished.

On Wednesday morning, January 9th, the following applications for the official designation were read: Pacific Educational Journal, P. M. Fisher, A. B. Coffey; The Overland Monthly, Rounseville Wildman; The Western Journal of Education, Madge Morris Wagner, Harr Wagner. The State Board was somewhat nervous. Professor Coffey was the first to enter the arena. His mustache and hair, the color of ripe wheat, his joyful manner, and halting tones were the prophecy of a bad pun, and the dignified State Board received it without the least appearance of a smile—"Black, coffee should come last." After he had overcome the reactive effect of such a pun, he made a very able address in behalf of his friend Fisher. Coffey being a loyal Democrat, it was presumed that his speech would have a voting effect on the Governor. Then came the Hon. James Denman, with his white hair and somber countenance, to appeal for the Overland. Mr. Denman, also a Democrat, was supposed to stand off the aggressive republicanism of the handsome young editor, Wildman. He made a very practical address on the merits of his cause. Then came the editor of this journal, who made a definite proposition to give a journal that would represent the best in the art of printing, writing, and illustrating. The Board asked questions of Wildman, who made an excellent impression, and if he had presented an educational journal, instead of a literary and industrial magazine, he would have met with success. It would, however, be just as reasonable to expect a medical association to adopt the Overland as an official organ, as to expect the school department. Teaching is a profession, and the demand for a school journal is just as forcible as are law, medical, or theological journals. Philip Fisher entered the discussion to explain the status of the Pacific Educational Journal. He made a good plea. The Board of Education then went into executive session. Just why the Board should desire to consider so public a matter in so secret a manner was not explained. Here is the result:

Professor Kellogg moved that the Board go into executive session for the purpose of considering the matter of the designation of an official journal. The motion was seconded and carried.

The following resolutions were offered by Professor Brown:

Resolved, That in the judgment of this Board the continued payment of a subsidy from the school funds of the State to an official journal is inexpedient.

Resolved, the President and Secretary of this Board be requested to present to the next Legislature of the State, in such manner as they may deem advisable, the recommendation of this Board that such subsidy be permanently withdrawn.

Superintendent Black seconded the motion to adopt.

The roll was called with the following result: Ayes—Kellogg, Brown, Pierce, Childs, Pennell, Budd, Black.

The following preamble and resolutions were offered:

WHEREAS, The Pacific Educational Journal has been designated in the past as the educational monthly journal to be the official organ of the department of Public instruction, and such designation entitles it to a subscription from each school district in the State, not to exceed $1.50 for each school year; and

WHEREAS, The present school year does not end until June 30th, 1896; therefore be it

Resolved, That at the expiration of the present school year, June 30, 1896, the designation of such journal cease; and be it further

Resolved, That it is inexpedient for this Board prior to its meeting in June, 1896, to designate any other educational journal as the official journal of this Board.

Superintendent Black moved to adopt the resolution.

The motion was seconded by Professor Pennell. The roll was called, and the vote stood as follows: Ayes—Kellogg, Brown, Childs, Pierce, Pennell, Budd, Black.

THE WESTERN JOURNAL OF EDUCATION continues to be published in the interest of the teachers and the schools.

* * *

Are School Journals Good Advertising Mediums? YES, they are. They reach the teachers, whose appproval or disapproval control, to a large extent, not only the educational, but the general, book trade. Every paper goes direct to the mark, and it costs less than postage on circulars, and reaches teachers more effectively. An

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inch advertisement in this journal, costing $1.50, brought the advertiser orders to the amount of $20. Another advertiser took a fourth of a page for $10, and as a result obtained several large book orders. A review of Werner's Primer sold thirty-one copies in a few weeks. A favorable review of "Thinking, Feeling, and Doing," by E. W. Scripture, resulted in the publishers obtaining an immediate order from school supply houses. It does pay to advertise in a school journal.

CHILD-STUDY—ITS EFFECT UPON THE TEACHER.

[We copy from a late number of the Child-Study Monthly the two opinions given below — one by Dr. E. E. Brown, Professor of Pedagogy, University of California, and the other by Earl Barnes, Professor of Education, Stanford University.]

"*First.* Replying to your inquiries, I would say that the chief value of child-study depends upon the kind of child-study you mean. In my judgment one of the chief results of the more scientific child-study is the better understanding of what I may call the psychology of development. We have a much more satisfactory account of the psychology of the normal adult mind than we have of the mind of the child considered as in a process of continuous development. This is one of the most interesting aspects of psychology, and one of those things with which child-study has chiefly to do.

"*Second.* What I have said in answer to your first question anticipates the answer I would make to your second. The most hopeful line of advance, speaking in general terms, is that which has to do not simply with large bodies of children at a given time, but rather with the same set of children studied through a considerable period of time long enough to trace out the succession of stages in their development.

"*Third.* In answering your first two questions I have had in mind especially the more scientific aspect of child study. As regards the child-study to be carried on by the teaching force in general, it seems to me the chief result is a more sympathetic relation between teacher and pupil, and a more minute and thorough understanding by teachers of the character of each child with whom they have to do. ELMER E. BROWN."

"*First.* As a pure science, child-study must look to the building up of a body of facts, regardless of immediate application to pedagogy. This body of pure science must, it seems to me, be largely worked out by specialists who have time and training for the work. A great deal of the truth they discover will, I take it, never be of immediate use in practical teaching, but in pure science one ought never to be hampered by that consideration. For the great majority of us, however, child-study must mean a study in practical pedagogy, having the same relation to psychology that horticulture has to botany; and here it seems to me that the question of availability should determine the lines along which we seek truth. There is another use to which child-study is being put, namely, the rousing of a passing enthusiasm. I question the legitimacy of this kind of work; it seems to me that it must react badly upon science, upon practice, and upon its devotees. So you see I am unwilling to give a chief value.

"*Second.* The most hopeful lines of advance, or rather of inquiry, seem to me to be along the lines of careful reminiscent study of one's own childhood, with a view to quickening sensibility and sympathy; and, in the second place, along the lines of schoolroom studies on children's points of view, or children's interests, if you like. Whether you say that children's interests are to be followed or thwarted, we must first know where the child is before we can start off with him on any educational line.

"*Third.* The greatest value of child-study to the teacher seems to me to be the quickening of his own sympathy, the massing of some general truths concerning the children he works with, and the creation within him of a student spirit. I believe these results can be achieved only through some earnest study, having an object and aim, and reaching some at least partial conclusions. Mere vaporing about the matter will always produce mental nausea. EARL BARNES."

AN AUTHENTIC SPEECH BY BALBOA.

[The following speech by Balboa is a translation from the Spanish, and taken from the records of his trip across Darien to the Pacific.—ED.]

LONG live the high and powerful monarchs, Don Fernando and Doña Juana, sovereigns of Castile, and of Leon, and of Aragon, in whose name, and for the royal crown of Castile, I take and seize, real and corporeal, actual possession of these seas, and lands, and coasts, and ports, and islands of the south, with all thereto annexed, and kingdoms and provinces which belong to them, or which may hereafter belong to them, in whatever manner and by whatever right and title acquired, now existing, or which may exist, ancient and modern, in times past, and present, and to come, without any contradiction. And if any other prince or captain, Christian or infidel, of whatever law, or sect, or condition he may be, pretends any right to these lands and seas, I am ready and prepared to contradict him, and to defend them in the names of the present and future sovereigns of Castile,— who are lords paramount in these Indies, islands, and firm land, northern and southern, with their seas, as well in the Arctic pole as in the Antarctic, on either side of the equinoctial line, within or without the Tropics of Cancer and Capricorn, according to what more completely to their majesties and their successors belongs and is due, for the whole and any part thereof; as I protest in writing shall or may be more fully specified and alleged on behalf of their royal patrimony, now and in all time while the earth revolves, and until the universal judgment of all mankind.

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Primary Methods.

THE LITTLE ARTIST.

Simple Lesson in Drawing for Primary Grades.

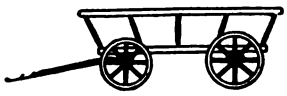
Oh, now we 'll draw such pretty things!
See! little birds with outspread wings,
The sloping hill o'er which they fly
To reach a tree with branches high—

The trees these birdies love the best,
Because it holds their own dear nest.

That was the birdies' home, and here
We 'll draw the children's home, so dear;

And leading to the very door
Are all these steps—one, two, three, four.

A wagon, too, to load with hay,
Or grain, or fruit, some harvest day.



And now we draw a wheel alone,
Where hub and tire and spokes are shown.

But look! Far over in the sky
A dazzling wheel shines there on high—

The glorious sun, whose spreading rays
Bring many golden, happy days.
And when night darkens all the blue,

And twinkling stars come peeping through.
Our eyes the wondrous windows are
Through which we gaze on sun and star.

—*From Mother Songs, by Susan Blow.*

NATURE-STUDY.

THE schools of Livermore, under the able supervision of Principal H. C. Petray, are doing successful work along important lines. The teachers have a "Round-Table" conference. Interest is being taken in securing the best possible methods and the best results from the children. The work submitted here is the work of the pupils of the second year. The drawings of the children are imaginative. The plan of the "Nature-Work" is as follows:

1. *An Observation Lesson.*—Distribute the bones, *leaves*, insects, pebbles, etc., among the class, and give a few minutes for observing.

2. *A Conversation Lesson.*—Asking for results of the observations. Much skillful questioning here elicits surprising results. Tell the child nothing it can get for itself.

3. *A Drawing Lesson.*—We require each pupil to sketch his particular object, paying especial attention to outline work, and to draw only what he *sees*. In some of the grades we introduce color-drawing.

4. *An Inquiry Lesson.*—In this lesson it is our aim to encourage the pupils to ask such questions about the object or lesson as they cannot answer. In our experiment with the bone, to show its composition, one boy asked what would happen if a *burnt* bone were put into muriatic acid. This proved that we had accomplished one thing sought for,—original thought. The boy was told to investigate by experiment, and report.

5. *An Information Lesson.*—At this point it becomes the duty of the teacher to add such knowledge to the lesson as cannot be elicited from the class. To assist the teachers in this, we have placed on the Reference Library such books as Newell's "Botany Readers," Laurie's "How Peanuts Grow," Hale's "Little Flower People," Paul Bert's "Scientific Steps on Knowledge," "Fairy Land of Science," by Buckley, Monteith's "Primer of Science," Miller's "My Saturday Bird Class," Ballard's "Moths and Butterflies," etc.

6. *Topical Outline on Paper or Blackboard.*—Made by pupils in upper grades. This is designed as a test of their ability to arrange their material preparatory to writing.

7. *Language-Paper*—from abstract in seventh and eighth grades, and from talks and conversations in lower grades.

8. *Class Criticisms on the Papers.*—This is done by having a few of the poorest and a few of the best read before the class.

The Story of the Maple-Seeds

One spring day, I looked up into a maple-tree. I saw the little seeds. It seemed as if they were asking their mother to let them go, but the branches

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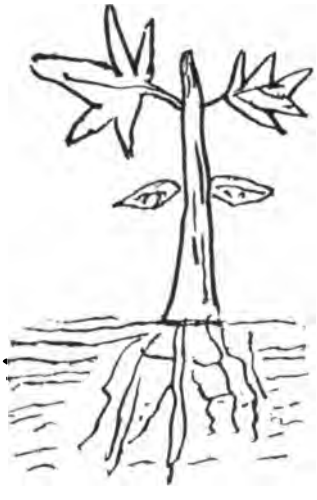
held them tight. Then they asked their mother again. "No," said the mother. "But we want to try our wings." The mother said, "You must wait till you are stronger."

Pretty soon the little seeds went away from their mother. One day the wind was blowing, and one of the seeds flew away into a big field. And it said, "Now, I can begin to be a tree myself." Then the little seed said, "Sun and rain, help me to be a big tree; for this field looks lonely without a tree." Then

the snow and the ice came. Then the little seed said, "When will I ever be a big tree?" Soon the little seed began to turn gray, and it said, "When will I ever be so big and so nice? If I were so big and so nice, I would feel so proud and so gay."

At last the warm spring came. I saw some little wings sticking straight up in the air. I did not think it was that maple-seed. In a few days it grew a little larger; so I waited a little longer. Soon I saw some little things sticking out at the sides of the tree. These



did not look like leaves at all; but after a while I saw some real maple-leaves. Then I knew it was the little seed.

The next spring I saw it again. It seemed to grow very slow. I told it to grow strong and have seeds growing on the branches. Then these seeds would fly away and other trees would grow up from them.

Sugar-Making.

I went into a sugar-camp. I saw the big maple trees. They had no leaves on them; for it was too early in the spring. The sap had just begun to run up the trees. Some of the trees had spiles in them, and buckets were placed under these spiles. Soon the sap began to run into the buckets. This sap is called sugar-water. It is so sweet and good!

By and by, a man came and took the sugar-water and put it into a kettle to boil. You know when the

water-drops get hot, they fly away; but the sugar cannot fly away. After a little while, it was taken out of the kettle to cool. It was put into several pans. After it became cool, we called it maple-sugar.

"THE GOOD OLD DAYS."

When Washington was President,
As cold as any icicle,
He never on a railroad went,
And never rode a bicycle.

He read by no electric lamp,
Nor heard about the Yellowstone,
He never licked a postage-stamp,
And never saw a telephone.

His trousers ended at the knees,
By wire he could not send dispatch,
He filled his lamp with whale-oil grease,
And never had a match to scratch.

But in these days it 's come to pass,
All work is with much dashing done —
We 've all these things; but then, alas!
We seem to have no Washington.

—*R. J. Burdette, in the Inter-State School Review.*

The love of country is universal. It has its seat deep down in the human heart. It strengthens with our years. It is not weakened by distance, and we all feel the magnetism of its wondrous power.—*Dillon.*

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Grammar Grade and High School Methods.

SIDE-LIGHTS ON WASHINGTON.

BY HARR WAGNER.

NAPOLEON was a boy less than seven years of age when Washington was made Commander-in-chief of the American armies. The English forces had been conquered by Washington, and he in turn was conquered by death, eleven years before Napoleon reached the zenith of his power. Burke was two years old when Washington was born. Penn had been dead but fourteen years. The learned Johnson and legal-minded Blackstone, who seem of a different century, were his contemporaries. Goethe and Schiller were not born until after Braddock's defeat. Washington was six years old when George the Third was born, and was entombed at Mt. Vernon twenty-one years before the King of England died.

Washington was born on February 11, 1732, by the old-style calendar, or on February 22d, by the new. When Great Britain adopted the new calendar, in 1752, twelve days were taken from Washington's age, and he has the somewhat strange experience of having had two birthdays. No year has passed since 1800 that there has not been a somewhat general observance of this day. Patriotism is not nurtured alone by the battle-fields of freedom, the monuments to dead patriots, sacred halls, and liberty bells, but is part of the essence of every pure spirit. So here, in a land mentioned only in the idle songs of poets, and told about by prophets who were in their own country when the cradle of liberty was rocked—here in the land where the "cradle" could swing between palm and olive-tree on the breezes of the Pacific—here where liberty was dead, save to the seagulls, the mountain lion, and the pink-throated lizard—here where Freedom's song was silent, and yet freedom was everywhere,—here in this State furthest west from Bunker Hill and Mt. Vernon,—we honor the memory of George Washington.

It is not the intention in this brief article to give either a review of the life of Washington or a full and judiciously estimated account of his character. You may buy Webster's address on Washington for ten cents, and may secure histories, including Irving's, Lossing's, and Hale's, by going to any public library. And then it would be ignorance—certainly a lack of judgment—on my part for me to presume that you are not fully acquainted with Washington as a boy on a Virginia farm, as a surveyor with Lord Fairfax, as making an adventurous trip to the West, as a soldier with Braddock, as the commander in Virginia to guard the Western frontier, as to his marriage with Mrs. Custis, as a Virginia planter, as Commander-in-chief of the American forces, and his eight years' fighting for the freedom of the American Colonies, as to eight years' services as the first President of the United States, and his death at Mt. Vernon.

The biographers of Washington have been eulogists to a large extent. The name is sacred. The American caricaturist and newspaper paragrapher reverently pass him, and the schoolboy is somewhat awed at his supposed manly independence when he gets wash-day and Washington's birthday somewhat mixed. Anecdotes about him are rare, and not valuable. Indeed, he had a serious time of life. But he was more than a hero; he was a man—a man of warm blood, strong impulses, and vigorous imaginations. If you will read Edward Everett Hale's "Life of Washington," you will find a human Washington. It is a study of his letters, his diary, and his manuscripts, and it shows the advantages and disadvantages under which he worked through his great career. We all know Washington the general, Washington the President, Washington the statesman, Washington the hero, and hardly see Washington the man. Here is an extract from one of his business letters, which shows him to be possessed of very ordinary human feelings:

"MT. VERNON, 20 Sep. 1765.

"GENTLEMEN:—It cannot reasonably be imagined that I felt any pleasing sensations upon the receipt of your letter of the 13 of Feb., covering accounts of sales of one hundred and fifty-three hogsheads of Master Custis's tobbaco and one hundred and fifteen of mine. That the sales are pitifully low needs no words to demonstrate, and that they are worse than many of my acquaintances upon the river Potomac have got in its outposts, and from Mr. Russell and other merchants in London for common Aronoke Tobbaco, is a truth equally as certain. Nay, not so good as I myself have got from Mr. Gildart of Liverpool for light rent tobbaco's shipped to him the same time I did to you of the meanest sort such as you once complained as the worst of Maryland and not salable. Can it be otherwise than a little mortifying then that we who raise none but the sweet-scented tobbaco and endeavor, I may venture to add, to be more careful in the management of it, however we fail in the execution of it, and who by a close and fixed correspondence with you, contribute so largely to the despatch of your ships in this country should meet with unprofitable returns, surely, I may answer no!

"Once upon crying a complaint of this kind you wrote me that the goods ought to be sent back."

His farewell address and much of his writing bears a striking resemblance to Addison. I have always observed this characteristic in his writings. The Addisonian peculiarity was natural. Lord Fairfax was the inspiration of Washington—was the teacher who taught him, not arithmetic, and writing, and reading, but who taught him more than all these—the magical key of success, an impulsive ambition. This same Fairfax was Addison's warm personal friend, and to Fairfax there was no one to equal the classic style of Addison, and Washington was at the age of twenty

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awaked to the same enthusiasm, and began his diary and letter-writing, both of which he kept up during his active life. The age of twenty—that mysterious age when the spark of ambition is so often kindled, when some American boys think they will be President, and others know they will be—twenty is a magical age. If the boy and girl pass this period untouched by the heroic lives of such men as Washington, Jefferson, Lincoln, and Grant, then the nation will not be any richer by their living, nor any poorer by their joining a foreign colony. If you love liberty and freedom, you will love the memory of Washington; you will be intensely loyal to your country. To love liberty and not love America, is like loving art and ridiculing the masterpieces of Raphael and Michael Angelo; would be like being a devotee of poetry, and casting aside Shakespeare, Homer, Milton, and Tennyson as mere poetasters—like being an ardent admirer of music, and despising the compositions of Mozart and Beethoven—like being an ardent lover of nature, and crying out against the magnificence of the Matterhorn, Yellowstone, and the Yosemite.

SYNOPSIS FOR AN ESSAY.

The Father and Founder of Our Republic.

1. Washington's Ancestors.
2. Boyhood.
3. Character.
4. His mission to the French Commander.
5. Washington in the French and Indian War.
6. His marriage.
7. Washington in the Revolutionary War.
8. First President,
9. Mount Vernon.
10. His death.
11. Name and memory immortal.

WASHINGTON.

BECAUSE he held himself in sweet control,
Because he always measured at his best,
Because he gave this measure to the West,
We reap the harvest of this placid soul.
There was no smallness that the earth could smite —
Each side was rounded and the whole life white.
God's deed in his creation so well done,
Gave earth and all the stars our Washington.
No monument to him can paint a blush
On brow of ether, though it pierce the skies
To catch the roll of Heaven's symphonies —
Above earth's feeble platitudes and rush
Stands life's supremest argument in him —
Fixed Star, first magnitude, too close God's throne to dim.

HIRAM HOYT RICHMOND.

October 4th, 1895.

THOUGHTS OF GREAT THINKERS.

SUGGESTIONS.— Write these quotations upon slips of paper, and have pupils read them who cannot "speak."

1. WASHINGTON, dearest and best of our race,
Thy deeds through the night-clouds of ages shall lighten!
Thy name on his banner the soldier shall trace,
To hallow his death or his triumphs to brighten.
—*Chas. Sprague.*

2. A conqueror, he was untainted with crimes of blood; a revolutionist, he was free from any stain of treason; for aggression commenced the contest, and a country called him to command; liberty unsheathed his sword, necessity stained, victory returned it.
—*Chas. Phillips.*

3. Such has been the transcendent merit and the unparalleled fate of this illustrious man, that a breath of censure has not dared to impeach the purity of his conduct. —*Chas. James Fox.*

4. He was first in peace, first in war, and first in the hearts of his countrymen. —*Henry Lee.*

5. If among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years, would have lighted, and it would now light, upon Washington.
—*W. E. Gladstone.*

6. No man ever stood for so much to his country and to mankind as George Washington. Blot from the page of history the names of all the great actors of his time in the drama of nations, and preserve the name of Washington, and the century would be renowned. —*Chauncey M. Depew.*

Have the children give the author's name after each quotation.

Here are some statistics in reference to the membership of the Oakland meeting of the State Teachers' Association: The State University furnished 11 members; Stanford, 20; Alameda county, 201; San Francisco, 51; Santa Clara County, 41; San Joaquin county, 19; Sonoma, 15; Contra Costa, 13; Colusa, 11; Yolo, 8; Sutter, 6; Tulare county, 13; Stanislaus, 8; Fresno, 10; Calaveras, 5; Mendocino, 7; Napa county, 7; Marin, 5; Tehama, 4; Butte, 10; Monterey, 8; Shasta, 3; Glenn, 4; Sacramento, 8; Amador, 11; Kern, 3; Yuba, 4; San Luis Obispo, 9; Santa Cruz, 15; Los Angeles, 9; San Mateo, 5; Solano, 7. These members do not represent the attendance; but do represent those who contributed one dollar to the support of the Association. The list of names show that there are many teachers receiving sixty-seven dollars a month who are members of the Association, while the men who are in receipt of large salaries forget to pay the dollar. There were about 1300 people in attendance, and 647 registered as members.

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School News.

Western.

Oakland is still trying to secure the Wilmerding School.

The Occidental College, Los Angeles, was destroyed by fire in January.

Thomas Slavin has been elected principal of the Hollister High School.

The Napa College is to be transferred to the University of the Pacific, San Jose.

Professor Randall has been elected Vice-Principal of the State Normal, San Jose.

W. M. McKay, of Santa Rosa, has been elected as teacher in the Eureka High School.

Five of San Francisco's teachers were retired on pensions during the month of January.

The teachers of Oakland are in a tangle on the Teachers' Pension Act, or rather the enforcement of it.

W. F. Bliss, of Colton, was elected president of the San Bernardino County Teachers' Association.

Ex-Superintendent Seavey, of Placer county, has accepted the principalship of the Forest Hill school.

Professor Pennell was presented with an elegant cane by the graduating class of the Chico Normal School.

The School Board of Sacramento will insist hereafter that more prominence be given to national holidays in the schools.

It is reported in the daily papers that one Mrs. E. P. Burrell has been successful in fleecing teachers in a gold-mine scheme.

A new club, known as "The Teachers' Club," organized for mutual benefit and education, has been given new life in San Francisco.

Miss Agnes Stowell, of the Eastern Oregon State Normal School, has an excellent article in the American Teacher for January.

The San Jacinto Valley Teachers' Association, Riverside county, held a very interesting session during January in San Jacinto.

Professor S. W. Collins, a graduate student of Stanford, was elected to succeed A. C. Abshire, of the Santa Rosa High School. His specialty is physics and chemistry.

Professor Louis Avery, of the Redlands school, has been made a member of the Committee of Twelve of the Southern California Teachers' Association. He will make an active member.

The teachers of San Bernardino, assisted by Miss Margaret Mogeau, have raised, by private subscription, enough money to secure several lectures from P. W. Search, editor of Advance in Education.

Frank Ellis, vice-principal of the Woodland schools, was in the city recently. Mr. Ellis was formerly editor of the Lodi Sentinel, and is one of the most practical teachers in the State, having had experience both in and out of the schoolroom.

Chicago, the city of culture, is just now convulsed with joy because it is going to "save" $100,000 on its public schools, and that by simply cutting off such "fads" as drawing, singing, and physical culture. And Eugene Field cannot protest.—*S. F. Evening Post.*

Eastland School District, Marin county, running short of funds, and having to close for a three months' vacation, has raised $300 by subscription for the continuation of school through the winter. C. C. Hughes, a graduate of Stanford, is the enterprising teacher.

State Superintendent Black delivered a carefully prepared address before the parents, children, and a few of the teachers of San Francisco, on the evening of January 24th. The audience was particularly enthusiastic, and the applause was frequent. Among the many good things he advocated was the assignment of pupils of at least two different grades to the teacher.

E. W. Davis, County Superintendent of Sonoma, delivered an eloquent address at the Citrus Fair at Cloverdale. He gave the following bit of sage advice: "Avoid land fever; it is better to have a small farm unincumbered than a princely estate mortgaged. A mortgage is a dark cloud over the sunniest home. Interest on a mortgage is a gourmand; the more it eats the hungrier it becomes."

Madison Babcock, with his usual foresight and interest in the children, is urging the establishment of a "Parental School" in San Francisco—a school that shall exist for the boys who have been elbowed out of the regular classes—not a reform School, but a school that will exist to make the boys conform to the ordinary method of training. It will take some one with the genius and capacity to govern.

That the interest in educational matters in Napa county is greater than ever before is evident from the fact that fifteen or twenty of our teachers were present at the State Association's meeting recently held in Oakland. Heretofore not more than four, and more often none, of the teachers attended. This revival of interest is due to a very great degree to the happy faculty our School Superintendent has in keeping in touch with the schools of the county and the work being done by the teachers.—*St. Helena Star.*

P. W. Smith, Superintendent of Placer County, has sent out a series of questions to the teachers of the county, the answers to form a basis for a new course of study. It is his idea to simplify the methods of examination of pupils now in vogue. He advocates the examination of pupils in some subjects in January, and in the others at the close of the school year. It is wrong to carry on all the subjects through the entire school year. Mr. Smith has a body of wideawake teachers, and a good County Board of Education. He will therefore get some fruitful suggestions.

The graduating exercises at Chico were particularly interesting this year. Bishop Nichols and Dr. Jordan delivered excellent addresses, and the glee club rendered inspiring music. Professor Pennell, in presenting the diplomas to the twenty-three young people, said:

I have but few words to say to you. I feel sure that you who have been with us so long will go from here with big aspirations; but I wish to say that the artist in teaching as well as in every profession must look for his highest success to the closeness of his relations with life, and it is in direct proportion as these relations are close to life that the teacher will succeed. You see that I am pleading for a broader scope and wider horizon than in the education of the rank and file; and I believe that this broader scope and wider horizon can be obtained by direct contact with mankind. It is from mankind that you are to get your inspiration. On one occasion, after General Grant had addressed a great audience, he was asked how he felt. "I feel like one of them," he said. It is this ability to put yourself in the place of your pupils which is going to make your success in life. It was ability of this nature that made Shakespeare as great as he was—he put himself in the place of his characters.

Great work of any sort requires great patience. Have faith, have hope, and above all things have love for those you work with. I am not given to giving advice, and therefore I say nothing more along these lines; but before we part—it will be very hard for me to part with you—I wish to tell you how you have grown into my very heart. You have been here ever since I have been connected with this school. I have seen your minds and characters develop, and if you have taken any inspiration from me, I shall feel that the time has been well spent. Do not be satisfied in any way in standing where you are to-day, but go onward and upward, developing every possible power that is within you.

Report of San Diego City Schools.

Eugene De Burn has completed a careful and full report of the schools of San Diego city. The illustrations of buildings, manual training, and interiors are excellent. It shows that departmental teaching was inaugurated in 1893, and has been successfully carried on. Manual training, kindergarten work, sewing, drawing, and music are as much a part of the course of study as arithmetic. Superintendent De Burn argues that a pupil should not be required to pursue a study because it may be useful to him in a higher grade. He also advocates less arithmetic and more intelligent teaching of it. As a whole, the report is up to date, and reflects great credit on the Superintendent and the teachers and scholars of San Diego.

The noblest motive is the public good.—*Virgil.*

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Reviews.

Some Notable School Books.

PATRIOTIC CITIZENSHIP. By Thomas J. Morgan. (American Book Co., Publishers. $1.00.)

This is a book that ought to be used in the schools. It has many quotations, effective illustrations, and is carefully edited. It is a great book. It is a book that will stimulate patriotism and progress good citizenship.

THE ARDEN SHAKESPEARE. Heath's "English Classics" Series. (D. C. Heath & Co., Publishers. For sale by The Whitaker & Ray Co. 40 cents.)

This edition of Shakespeare is carefully edited by J. C. Smith, M. A. It presents the play from a literary aspect. The notes are excellent, and the type clear, and the lines numbered. The two plays recently presented are "As You Like It" and "Macbeth."

STORIES OF AMERICAN LIFE AND ADVENTURE. By Edward Eggleston. (American Book Co. 50 cents.)

This book, in connection with "Stories of Great Americans for Little Americans," by the same author, is intended to form an introduction to the study of our national history. It contains excellent supplementary reading for the third reader grade. These stories of adventure are full of interest and excitement.

TWILIGHT STORIES. By Elizabeth E. Foullese. (Silver, Burdett & Co., Publishers. Introductory price, 36 cents.)

A very prettily bound volume of delightful stories and poems for little children. It is an excellent supplementary reader for the lower primary grades. The stories are simple, natural incidents of child life, and quaint fairy tales, told in a charming manner and bound to hold the interest of every child. The book is daintily illustrated.

THE STORY OF WASHINGTON. By the Children of the Santa Rosa Schools, under direction of Jessie R. Smith. (For sale by Whitaker & Ray Co. 25 cents.)

This book, written and illustrated by children, is unique in the history of book writing. Frederic L. Burk, the up-to-date (and sometimes a little ahead-of-time) Superintendent, of Santa Rosa, had the book published at his own expense, and he is reaping his reward. The Child-Study Monthly, of Illinois, considers it one of the most interesting contributions to child literature that has ever been made.

THE ART AMATEUR. (Montague Marks, Publisher, New York. $4.00.)

"The Art Amateur" is the most interesting art journal published. It ought to be in the hands of every drawing teacher, in fact, in the hands of every one who teaches drawing in the public school. So practical, so able, so art-inspiring a journal in the hands of the hundreds of public-school teachers who teach drawing would bring about a great change in the drawing in our schools.

THE THREE BEARS. By Mrs. L. A. Walker, Tompkins School, Oakland, Cal. (For sale by Whitaker & Ray Co. 25 cents.)

This unique story is printed in a series of twenty-five cards, or separate pages, and is designed for the receiving class. The vertical script is used. The baby words tell the story in a direct manner that pleases the child. It is a book that will be helpful to the primary teacher. It has grown out of the experience of the author in pictorial schoolroom work.

NATURE IN VERSE. Compiled by Mary I. Lovejoy. (Silver, Burdett & Co., Publishers. Introductory price, 72 cents.)

This book was compiled for the purpose of filling a long-felt want of a nature-poetry reader for children in the lower school grades. There are nearly 300 poems pertaining to nature, and the teacher will have no trouble in selecting such as are best suited to the subject she has in hand. Many of our best authors are represented. The poems are carefully grouped under "Songs of Spring, Summer, Autumn and Winter."

LESSING: Brief Account of His Life and Writings, Including "Nathan the Wise," with Notes. By Euretta A. Hoyles. Introduction by William Bernhardt, Ph. D. (Silver, Burdett & Co., Publishers. Introductory price, 48 cents.)

This volume is one of a series of German studies suitable for high schools. Miss Hoyles gives a very interesting sketch of Lessing's life, with an analysis of his principal writings. The book offers an excellent opportunity for acquaintance with Lessing's masterpiece, "Nathan the Wise," and with some of his characteristic fables.

MENTICULTURE; OR, THE A B C OF TRUE LIVING. By Horace Fletcher. (A. C. McClurg & Co. Publishers. For sale by the Whitaker & Ray Co. 90 cents.)

This book advocates the theory that anger and worry generates disease, and when one reads the book they make a mental reservation to stop worrying. The thoughts are presented in a striking manner. Many of the papers were read before the Mental Scientists at New Orleans. If "Fatigue" is poison to the system, then anger and worry certainly are. The book has met with a great sale. It is new. It will do the world some good.

FAIRY TALES AND FABLES. Designed for first year pupils. By John G. Thompson. (New Century Ed. Co., Publishers. For sale by the Whitaker & Ray Co., S. F.)

This book is a new departure in primary reading. It presupposes that a child knows about 200 words and introduces 300 new ones. The bird fables and folk-lore stories, with reproductions from great artists—Landseer, Rosa Bonheur, and others—are used. The book follows blackboard instructions, and is new, instructive, and entertaining. It has been adopted in New York, Chicago, and many of the Eastern cities.

ANNUAL STATISTICAN AND ECONOMIST. L. P. McCarty, Editor and Publisher. (For sale by the author, or Whitaker & Ray Co. $4.00.)

This book contains a marvelous array of facts. In order to compile it the author corresponds with every government on the face of the known earth. His data are from original resources and are always reliable. The last edition contains over 300 new and corrected pages. The statistics on the population of the world show that it has increased over fifty million the past five years. Here is a record in a compact form of the world's history. It is not a mine of information. It is more than that; it is a storehouse of facts.

IN THE SANCTUARY. By A. Van der Naillen. "California Authors" Series. (Wm. Doxey, Publisher. 50 cents.)

"In the Sanctuary" is a sequel to "On the Heights of Himalaya," and is a serious, romantic treatment of occult science. Professor A. Van der Naillen has long been known as President of the School of Mechanical Engineering now located in the History Building, San Francisco. He treats occultism in a very interesting way and searches after the mysterious truths of the hidden sciences. The book is well printed, and the style of composition clear and effective.

The Leader, of Weston, Oregon, has four pages devoted to lectures, by M. G. Royal, principal of the Normal School, reports of local institutes, and articles on education. Educational matters seem to have considerable impetus in Eastern Oregon.

Demorest's Family Magazine for February is more interesting than usual. The oil picture, the pages of portraits, the illustrated articles, fashions, correspondence, poems, all go to make up one of the most interesting magazines published. The subscription price is $2.00 per year.

The Child-Study Monthly for February is the most interesting issue of that journal that has yet been made. It is edited by Wm. O. Krohn and Alfred Bayliss. In the February number, A. H. Yoder, well known to the teachers of San Francisco, has a syllabus on "Pubescence." Price, $1.00 a year.

"Education," by Kasson & Palmer, is the best magazine on the literature of education published. It has a much wider circulation and is more adapted to the needs of the teachers than the Educational Review, which is purely a journal for college and university people. "Education" is published in Boston. Subscription $3.00 per annum. It and the Western Journal of Education, $3.50.

The Forum for January is a number of special interest, containing the following articles: "Some Suggestions on Currency and Banking," by Adolf Ladenburg; "Railroad Rate Wars: Their Cause and Cure," by John W. Midgley; "Naval Aspects of the Japan-China War," by Sir Edmund R. Fremantle; "Criminal Crowding of Public Schools," by Jas. H. Penniman; "The Development of Sculpture in America," by William Ordway

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James A. Foshay,
School Superintendent, Los Angeles County,

Partridge; "A Study of Church Entertainments," by Rev. Wm. Bayard Hale; "Woman and the Bicycle," by Dr. Henry J. Garrigues; "The German Vote and the Republican Party," by Frederick William Holls; "The Federal Census," by Carroll D. Wright; "Matthew Arnold's Letters," by Herbert Woodfield Paul; "Reminiscences of an Editor." Price $3.00 a year; 25 cents a copy.

Teacher and Student, of San Jose, (edited by Nicholas J. Bowden,) for January, is an excellent journal. The group picture of the graduating class of the Normal is particularly good. The editorials are bright and pointed. In fact, with the Normal Exponent of Los Angeles, and the Teacher and Student of San Jose in the the field, our friend the "Official Organ" will have to look out for its laurels.

Appleton's Popular Science Monthly for February is a strong number. It contains a notable table of contents. The articles specially interesting to public-school people are "The Young Draughtsman," by James Sully; "Sketch of Andrew Dickson White," and "The Stamping Out of Crime," by Dr. Oppenheimer. All the articles, however, are thoroughly alive with interest. The Popular Science Monthly should be in all our school libraries.

Too Much System.

This bright one from the Indianapolis Journal is going the rounds of the press: "'There is too much system in this school business,' growled Tommy. "Just because I snickered a little the monitor turned me over to the teacher, the teacher turned me over to the principal, and the principal turned me over to paw." "Was that all?" "No. Paw turned me over his knee."

James A. Foshay.

Superintendent Foshay is a graduate of the New York State Normal School, and has been engaged in public-school work since he graduated. He was elected Superintendent to succeed P. W. Search; and in view of the fact that Los Angeles is the foremost city of the West in thrift and enterprise, with a capacity to double its population every ten years, he has a most important work. His splendid organizing ability will find full play. Mr. Foshay is in the prime of life; endowed with a magnificent physique, great energy, and a clear head, he will lead the schools to the front.

Busy-Work for the Little Ones.

The primary teacher in the district schools has had to face the problem—How to keep the children busy while she was engaged with other classes. The matter has been well solved by a series of busy-work for beginners now being put on the market by the New Century Educational Company. The busy-work that the editor of this journal has examined, for the purpose for which it is designed is the best to be had. It is on pedagogical lines. It meets the demand of the new teacher, as well as the old. There is work on numbers, word-building, color, domestic animals, wild animals, birds, flags, leaves, Hiawatha, pictures for language work, etc., weather signals in colors, and various hues. The busy-work is put up in boxes and sold for from fifteen to twenty-five cents. You can write to New Century Educational Company, 239 Broadway, New York, or to the Whitaker & Ray Company, 723 Market street, San Fracisco, for further particulars. This is the cheapest and best busy-work ever designed for schools.

James A. Barr,

City Superintendent of Stockton is not a university graduate nor a pedagogical philosopher, but under his wise leadership the Stockton schools have become distinguished for advanced work among the leaders of education. Mr. Barr is a product of Stockton schools, a man of the people, and while he has emphasized drawing, manual training, music, and other "fads," he has never for a moment forgotten that the good in the old methods of education must be retained. Mr. Barr has the happy faculty of having teachers, principals, and pupils in touch with all his measures. He is not a strong man physically, but his capacity to work is great.

The Education of the Feeble-Minded.

The institution in this State for the education of the feeble-minded children, under the able supervision of Dr. Osborne and a careful board of directors, has made great progress. A recent visitor to the institution reports that the school is in a most excellent condition. But the greatest feature is the training of the children. Dr. Osborne is specially interested in the mental development of the unfortunates. The result in all grades of work is wonderful. An exhibition of the school work of these children is a most interesting pedagogical study. The work was examined by thousands at the World's Fair, and the California exhibition created a great deal of surprise. Dr. Osborne is to be congratulated on his success. Governor Budd is taking a great interest in Glen Ellen. The President of the Board of Trustees, A. P. Overton, of Santa Rosa, devotes a great deal of personal attention to this institution. If all our State institutions were as ably conducted, there would be less objection to appropriations.

The Yucca Root Soap.

The Yucca Root Toilet Soap is the best on the market. A practical experience in the use of it proves it to be all that is claimed. It has a wonderful healing as well as cleansing power. It is also an excellent soap for the complexion. A visit to the manufactory, 1155 Mission street, and examination shows that it is made from the genuine Yucca root, and vegetable oils, and delicate perfumes. It is put up in an attractive manner, and it not only makes clean, but is clean itself.

He is unworthy to govern who governs not himself.—*Selected.*

James A. Barr,
City Superintendent, Stockton, Cal.

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Selections from "Patriotic Quotations."

PUBLISHED BY THE WHITAKER & RAY CO.

The hero of time is the hero of thought;
The hero who lives is the hero of peace;
And braver his battles than ever were fought,
From Shiloh back to the battles of Greece. —*Joaquin Miller.*

As at early dawn the stars shine forth, even while it grows light, and then, as the sun advances, that light breaks into bands, and streaming lines of color, the glowing red and the intense white striving together, and ribbons the horizon with bars effulgent, so on the American flag, stars and beams of colored light shine out together; and wherever this flag comes, and men behold it, they see in its sacred emblems no ramping lion, no fierce eagle, no embattled castle or insignia of imperial authority; they see the symbols of light. It is the banner of dawn. It means liberty!—*Henry Ward Beecher.*

Upon my fresh, green sod
No king has walked to desolate,
But in the valleys Freedom sits and sings
And on the heights above:
Upon her brows are olive boughs,
And in her arms a dove.—*Ina Coolbrith.*

Our country—whether bounded by the St. John's and Sabine, or however otherwise bounded or described, and be the measurement more or less, still our country,—to be cherished in all our hearts, to be defended by all our hands.—*Toast at Faneuil Hall on the 4th of July 1862, by Robert C. Winthrop.*

Her heritage, from sea to sea,
A land that owns no craven's right,
Where but to breathe is to be free,
The flag the symbol of her might.
—*Madge Morris.*

The men to make a state must be brave men. I mean the men that walk with open face and unprotected breast. I mean the men that do, but do not talk. I mean the men that dare to stand alone. I mean the men that are to-day where they were yesterday, and will be there to-morrow. I mean the men that can stand still and take the storm.—*George Washington Doane.*

So, then, our last words shall be for the Union. The Union will guard the fame of its defenders; will keep alive for mankind the beacon-lights of popular liberty and power; and its mighty heart will throb with delight at every true advance in any part of the world towards republican happiness and freedom.—*George Bancroft.*

$100 Reward, $100.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of Testimonlials.

Address: F. J. CHENEY & CO., Toledo, Ohio.

☞ Sold by Druggists, 75c.

Riverside Institute.

Edward Hyatt has called the institute of Riverside county for March 23d, 24th, and 25th. Miss Mogeau, of San Bernardino, will hold her institute on the same dates.

Spanish in Spanish

OR

Spanish as a Living Language

BY LUIS DUQUE

Late Instructor in the Leland Stanford Jr. University

This work on the scientific principles of elimination is of great value to the teacher of Spanish. It enables the student, through a gradual elimination of English, to think and express himself first in English-Spanish, then in Spanish-English, and, finally, in pure Spanish. He masters Spanish in Spanish. It is a handsome volume of 400 pages. Price $1.50. It is practical and scientific. It has met the approval of many leading educators. Write for circular.

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Makes Ladies beautiful. Prevents wrinkles. Keeps skin in perfect condition. Price 75 cts. By all druggists. No matter what form, Mrs. Nettie Harrison's articles will cure. Ladies at a distance treated for all defects of the face and figure. For any special or complicated blemish of face or form, write

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Santa Clara College.

SANTA CLARA COLLEGE. This famous institution of learning, which is in charge of the Jesuits, has a reputation even in Europe for the completeness of its equipment and the thoroughness of its instruction. Among its graduates are many of the prominent men of the Pacific Coast. It was chartered with all the rights and privileges of a university on the 28th of April, 1855. With most complete and appropriate accommodation in every department and a full staff of professors, the institution offers uncommon advantages for the mental, moral, and practical training of young men and boys. Full particulars may be obtained by addressing Rev. J. W. Riordan, S. J., Santa Clara, Cal.

LIBERTY
FREEDOM
PATRIOTISM

Patriotic Quotations

Compiled from original sources by Harr Wagner, Editor WESTERN JOURNAL OF EDUCATION. . . . .

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This book contains the largest collection of patriotic quotations ever found in a single volume. It also contains Madge Morris Wagner's poem, Liberty's Bell and an account of the American flag with appropriate gems of thought. OVER TWO HUNDRED AUTHORS REPRESENTED.

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Enterprising School Journalism.

The Popular Educator, the Public School Journal, and the Pacific Educational Journal contained in January an article on "Vertical Writing," by the author of the D. C. Heath system of vertical penmanship. This article was published, not as an advertisement, but as a high-class, valuable contribution. It read all right in the Public School Journal, but to have to read it the same month in the other journals seemed too much of a good thing. It also seems strange when there is so much good school literature that the Popular Educator and the Pacific Educational Journal should copy an entire article, including illustrations, from the Public School Journal. Enough said!

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